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AUTHOR Halpern, Andrew S.
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ABSTRACT

The 3-year Secondary Level Teacher Training Program is intended to train special education teachers for students with mild disabilities at the middle and high school levels. The program included both certification and masters degree components and was structured to encourage students to obtain both. Results of a survey of Oregon secondary special education programs and services found that most secondary special education teachers had been trained in programs with an elementary education focus. Program goals include student recruitment, program implementation and evaluation, and model dissemination. Results are presented in tabular form showing program competencies and program courses, a summary of evaluation procedures, a summary of program competency assessment data, and practica evaluations from cooperating teachers. The major portion of the document consists of appendixes including course outlines, the program evaluation tools, and a sample final supervised field experience contract. (DB)

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Secondary Level Teacher Training Program

August 31, 1987
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June 1, 1984 - August 31, 1987
University of Oregon
Division of Special Education and Rehabilitation

Andrew S. Halpern
Project Director

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Secondary Level Teacher Training Program

Andrew S. Halpern, Ph.D.
Project Director

Rehabilitation Research and Training
Center in Mental Retardation

Division of Special Education and Rehabilitation

University of Oregon
Eugene, Oregon

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INTRODUCTION

The purpose of this project has been to train secondary special education teachers who will provide students with mild disabilities with an appropriate middle and high school education, and will facilitate their transition from school into adult life in their communities. The program included both certification and masters degree components and was structured in a manner that encouraged students to obtain both.

A major foundation for the development of this project was the design and implementation of an extensive survey of secondary special education programs and services throughout the state of Oregon (Halpern & Benz, in press). Around 90% of all special education administrators and secondary special education teachers in Oregon responded to the survey, providing a clear and comprehensive picture of current strengths and weaknesses.

One of the major findings of this study was that the majority of secondary special education teachers in Oregon have been trained in university programs which have an elementary focus. This results in teachers who are trained in elementary basic skills remediation techniques rather than in techniques appropriate to high school age youth who are more difficult to serve appropriately because of the greater complexity of their educational and interpersonal needs. Oregon teachers also identified many significant gaps between the needs of their students with disabilities and the services that were presently being provided.

Gaps were found to exist in four basic areas: the content of instruction, mainstreaming and coordination, documentation of educational outcomes, and transition services and programs. The specific problems identified in each of these areas served as an important contextual foundation for development of this project's teacher training program.

Instructional content. Evaluation of instructional content led to the unhappy conclusion that both academic and nonacademic curricular opportunities were often unsatisfactory. In the academic area, an inordinate amount of effort was being spent on the remediation of basic academic skills, rather than providing at least some instruction in the "learning strategies" that have been shown to enhance the mainstreaming potential for many adolescents with learning disabilities (Alley & Deshler, 1979; Deshler, Warner, Schumaker, Alley, & Clark, 1984). In the nonacademic arena, teachers also indicated unfamiliarity with both instructional techniques and curriculum materials for teaching vocational and independent living skills to their many students who needed instruction in these areas. Similar problems have been identified by Wimmer (1981), and Kokaska and Brolin (1985).

Mainstreaming and coordination. Problems with mainstreaming emerged with respect to the relationships between special education and both regular academic education and vocational education. More than a decade ago, Clark (1975) pointed out that the mainstreaming movement that had evolved for elementary age pupils did not necessarily provide an adequate model at the secondary level. The Oregon study identified four major barriers to effective mainstreaming: (1) pupils with disabilities did not have the prerequisite entry skills necessary to benefit from regular classes; (2) regular education teachers did not have the skills or the time to modify their instructional procedures in order to accommodate pupils with disabilities; (3) regular education teachers were not motivated to teach pupils with disabilities; and (4) even in those instances where mainstreaming might have worked, the process was impeded because no one was assigned responsibility for coordinating efforts in this area.

Documentation of educational outcomes. Documentation problems were identified in two areas: (1) program planning, as recorded through IEPs; and (2) school-leaving documentation, as recorded through diplomas or other types of certificates. The major planning problem identified was a lack of procedures for opening up the full range of *available* opportunities to each pupil. Data from the Oregon study indicated large gaps in many curriculum areas between availability and utilization of educational opportunities. At the exit end of the continuum, problems were identified with respect to the awarding of diplomas. Many pupils who could not earn a regular diploma received only "certificates of attendance" when leaving school. Most people viewed this as unsatisfactory, suggesting that some form of "modified diploma" should be offered in con-

junction with fulfilling the conditions specified in a well-developed IEP. Lack of sufficient and appropriate parental involvement was also identified as a major problem with respect to both of these planning and documentation issues.

Transition programs and services. Current approaches to transition are reflected in a "bridges" model (Halpern, 1985; Will, 1984) which identifies high school as the foundation for transition and three types of adult service agencies as bridges between school and adult life in the community. Figure 1 provides a graphic representation of this model.

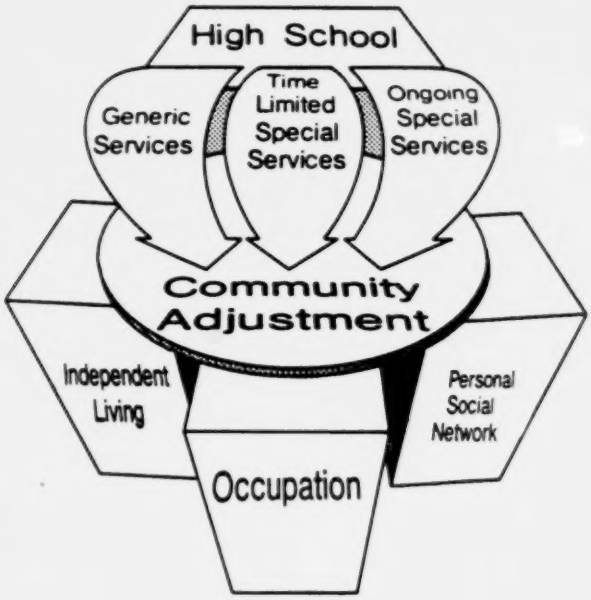

Figure 1

A Model of Transition Services

As this model suggests, high school provides the springboard for provision of transition services and the achievement of transition outcomes. The Oregon study identified five major problems which currently impede the transition process: (1) a tendency to focus transition services primarily on employment, excluding attention to the other important dimensions of community adjustment; (2) the lack of assigned responsibility to anyone for coordinating transition services; (3) the lack of formal written agreements between schools and adult service agencies identifying roles and responsibilities in the transition process; (4) a lack of parental involvement as a major contributor to the transition process; and (5) the lack of follow-up and follow-along studies of high school terminators in order to document the impact of transition services.

Summary. These four areas of concern (curriculum, program coordination, documentation, and transition) within Oregon's secondary special education programs provided a foundation for the development of a teacher training program to address these concerns. The next section of this report details the goals and objectives of this project which guided the development of a teacher training program at the Univeristy of Oregon over the three-year grant period.

GOALS AND OBJECTIVES

Goal 1: Develop Program and Recruit Students

1. Refine the model of secondary education for students with disabilities;
2. Review secondary level special education teacher training programs in other universities, keeping in mind both University requirements and certification requirements;
3. Articulate program and curriculum requirements;
4. Develop preliminary course outlines, lectures, and materials;
5. Negotiate practicum sites and arrangements; and
6. Recruit first class of students.

Goal 2: Implement and Evaluate Program

1. Develop criteria and procedures for formative evaluation;
2. Implement and evaluate the program;
3. Revise the program, based on evaluation;
4. Recruit second class of students;
5. Develop placement network for graduates; and
6. Implement placement network with first class of graduates.

Goal 3: Refine and Disseminate Model

1. Implement and evaluate revised curriculum;
2. Develop criteria and procedures for summative evaluation;
3. Conduct follow-up evaluation with graduates;
4. Revise curriculum, based on formative and summative evaluations;
5. Prepare and distribute project materials to other teacher training programs and SEA's;
6. Implement placement network with second class of graduates; and
7. Recruit third class of students.

RESULTS

Goal 1: Develop Program and Recruit Students

Program Development

Program description. During the three-year grant period, 24 broad competencies were developed to structure the instructional and practicum experiences that were provided to students in this program. These competencies, along with courses which address them, have passed through many stages of internal and external review, including a major effort that was provided by a group known as the Consortium for Improvement of Public Education. Members of the Consortium included special education teachers and administrators, university faculty and students, parents of children with disabilities, and employers. This group worked for three months on an early version of the program and offered their endorsement in January 1985.

The 24 competencies, grouped into seven broad categories, are specified below:

A. Initial Assessment of Pupils and Formulation of Goals and Objectives

1. Assess the current performance of pupils in academic and nonacademic areas using formal and informal assessment tools and observation.
2. Formulate goals and objectives for individual pupils consistent with the assessment data in academic and nonacademic areas.
3. Formulate Individual Educational Plans

(IEPs).

B. Curriculum and Instruction

4. Design instructional programs in academic and nonacademic areas for the implementation of IEPs.

5. Evaluate, select, modify, create, and utilize appropriate instructional materials in academic and nonacademic areas.

6. Use a variety of systematic teaching strategies with individuals, small groups, and large groups with the least restrictive environment, including community-based instruction when appropriate.

C. Behavior and Classroom Management

7. Utilize behavior management techniques as needed to maintain a positive teaching environment.

8. Organize classroom experiences efficiently so that the amount of time spent on instructional activities is maximized.

D. Evaluation of Pupil Progress and Program Effectiveness

9. Design and utilize data systems to monitor pupil progress in academic and nonacademic areas.

10. Communicate pupil progress to parents/guardians, pupil, and other school staff members.

11. Design and utilize evaluation systems to monitor program effectiveness.

E. Utilizing School Resources

12. Provide other school staff members (e.g., aides, peer tutors, volunteers, parents, and regular classroom teachers) with programs for instructing handicapped pupils in the least restrictive environment.

13. Manage support staff (e.g., aides, volunteers) in the educational environment, including the establishment of role descriptions, assignment of responsibilities, training, and provision of feedback on performance.

14. Coordinate the roles of school staff members serving handicapped pupils.

15. Facilitate the academic, administrative, and social integration of handicapped pupils with nonhandicapped pupils and their teachers in the least restrictive environment.

F. Transition to Community and Work Life

16. Provide handicapped pupils and their families with information about available community services (e.g., mental health, vocational rehabilitation, community colleges, and social welfare agencies).

17. Formulate Individual Transition Plans (ITPs).

18. Work cooperatively with community agencies which provide services to handicapped adolescents and adults.

19. Provide community-based instruction when appropriate for handicapped adolescents.

20. Provide community-based work experience when appropriate for handicapped adolescents.

21. Assist handicapped adolescents in the transition process through appropriate counseling, referral, and participation on transition teams.

G. Educational and Legal Foundations

22. Recognize the various types of handicapping conditions and the factors that contribute to various handicapped conditions.

23. Recognize the range of services that need to be offered to handicapped adolescents and adults.

24. Recognize the legal foundations outlined by the Education of the Handicapped Act and other federal legislation for providing education to handicapped adolescents and adults.

Through a series of courses and practica, students are provided numerous opportunities to master these 24 competencies. A complete set of course outlines is included in Appendix A. Table 1 shows the relationship between these courses and the 24 program competencies. Students are evaluated on their knowledge mastery of these competencies in didactic courses and are evaluated on their application of these competencies in the practicum settings. A detailed description of these evaluation procedures is presented later in this report

Table 1

Program Competencies and Program Courses Matrix

Program Competencies		*Program Courses*													
		Academic Instruction	Assessment Practices	Behavior Management	Facilitating Mainstreaming	Facilitating Transitions	Independent Living/Social Skills Instruction	Practicum I: Reading	Practicum II: Methods	Practicum III: FSFE	Program Management	Psychology of Exceptionality	Reading Instruction	Vocational Instruction
A. Initial Assessment and Formulation of Goals and Objectives	1. Assess the current performance of pupils in academic and nonacademic areas using formal and informal assessment tools and observation.	●	●	●			●	●	●	●			●	●
	2. Formulate goals and objectives for individual pupils consistent with the assessment data in academic and nonacademic areas.	●	●				●	●	●	●			●	●
	3. Formulate Individual Educational Plans (IEPs).									●	●			●
B. Curriculum and Instruction	4. Design instructional programs in academic and nonacademic areas for the implementation of IEPs.						●	●	●	●			●	●
	5. Evaluate, select, modify, create, and utilize appropriate instructional materials in academic and nonacademic areas.	●					●	●	●	●			●	●
	6. Use a variety of systematic teaching strategies with individuals, small groups, and large groups with the least restrictive environment, including community-based instruction when appropriate.							●	●	●			●	
C. Behavior and Classroom Management	7. Utilize behavior management techniques as needed to maintain a positive teaching environment.			●				●	●	●	●			
	8. Organize classroom experiences efficiently so that the amount of time spent on instruction activities is maximized.			●					●	●	●			
D. Evaluation of Student Progress and Program Effectiveness	9. Design and utilize data systems to monitor pupil progress in academic and nonacademic areas.	●	●	●			●	●	●	●			●	●
	10. Communicate pupil progress to parents/guardians, pupils, and other school staff members.		●	●	●		●	●	●	●	●			
	11. Design and utilize evaluation systems to monitor program effectiveness.		●							●	●			

Table 1 (continued)

Program Courses

Program Competencies	Academic Instruction	Assessment Practices	Behavior Management	Facilitating Mainstreaming	Facilitating Transitions	Independent Living/Social Skills Instruction	Practicum I: Reading	Practicum II: Methods	Practicum III: FSFE	Program Management	Psychology of Exceptionality	Reading Instruction	Vocational Instruction
E. Utilizing School Resources													
12. Provide other school staff members (e.g., aides, peer tutors, volunteers, parents, and regular classroom teachers) with programs for instructing handicapped pupils in the least restrictive environment.			●	●				●	●	●			
13. Manage support staff (e.g., aides, volunteers) in the educational environment, including the establishment of role descriptions, assignment of responsibilities, training, and provision of feedback on performance.									●	●			
14. Coordinate the roles of school staff members serving handicapped pupils.				●				●	●	●			
15. Facilitate the academic, administrative, and social integration of handicapped pupils with nonhandicapped pupils and their teachers in the least restrictive environment.	●			●		●		●	●	●	●	●	●
F. Transition to Community and Work Life													
16. Provide handicapped pupils and their families with information about available community services (e.g., mental health, vocational rehabilitation, community colleges, and social welfare agencies).					●	●			●		●		●
17. Formulate Individual Transition Plans (ITPs).					●	●			●				●
18. Work cooperatively with community agencies which provide services to handicapped adolescents and adults.					●	●			●		●		●
19. Provide community based instruction when appropriate for handicapped adolescents.					●	●			●		●		●
20. Provide community based work experience when appropriate for handicapped adolescents.					●	●			●				●
21. Assist handicapped adolescents in the transition process through appropriate counseling, referral, and participation on transition teams.					●	●			●				●
G. Educational and Legal Foundations													
22. Recognize the various types of handicapping conditions and the factors that contribute to various handicapped conditions.	●	●		●	●						●		
23. Recognize the range of services that need to be offered to handicapped adolescents and adults.	●				●	●			●		●		●
24. Recognize the legal foundations outlined by the Education of the Handicapped Act and other federal legislation for providing education to handicapped adolescents and adults.	●	●	●	●	●	●	●	●	●	●	●	●	●

Program organization. The Secondary Special Education Program offers students three program options from which to choose: (1) the Basic Handicapped Learner Endorsement, (2) the Standard Handicapped Learner Endorsement, and (3) a Masters Degree in Special Education and Rehabilitation. Whether students pursue a single program offering or a combination of offerings depends upon their previous educational experiences and current career objectives.

The Basic Handicapped Learner Endorsement (BHLE) is a state-approved special education endorsement program in Oregon which sets minimum standards for the certification of teachers. The BHLE program consists of 36 required credit hours with a major emphasis on secondary special education methods. Of the 36 credit hours, almost half of the hours (15) are devoted to practicum placements designed to give students hands-on experience in teaching pupils with disabilities. The other 21 credit hours are devoted to didactic courses which are designed to provide students a sound knowledge base for their practicum efforts.

The Standard Handicapped Learner Endorsement (SHLE) is required of all special education teachers who have taught for longer than six years in Oregon. Students interested in obtaining the SHLE who hold a current Basic HLE are required to complete 21 additional credits of special education course work. These credits may be selected from any appropriate combination of special education courses, practica, and electives. Since many currently certified secondary special education teachers obtained their training in programs with an elementary emphasis, the Secondary Special Education Program offers these teachers an opportunity to obtain their advanced certification by completing courses for the SHLE which have a distinctly secondary emphasis. Students who complete their Basic HLE through the Secondary Special Education Program can also complete the requirements for a Standard HLE through this program.

Interested students may also complete a Masters Degree through the Secondary Special Education Program. Students may obtain a masters degree in conjunction with a basic or standard handicapped learner endorsement program or they may obtain a masters degree alone. To obtain the masters degree by itself, students are required to complete a 48-credit program of courses, practica, electives, and a masters project. Many of the courses required for the masters degree are the same as the courses required for the Basic HLE, so students who want to combine earning an endorsement with earning a masters degree can do so with a total program of 57 credit hours, just 21 credit hours beyond the Basic HLE requirements. These additional 21 hours that are required for the masters degree can also apply toward the Standard HLE requirement. This means that students who want to complete a Basic and a Standard HLE along with a masters degree can do so with a program of 57 credit hours of study or approximately four terms of course work. Most students, in fact, elect this option which results in program graduates who are trained far beyond the minimum requirements that are stipulated for the Basic HLE. The precise distribution of courses across program options is presented in Table 2.

Table 2

Course Work and Practicum Options

Course Title	Credits	Master's	BHLE	Combined BHLE and Master's
Advanced Psychology of Exceptionality	(3)	X	X	X
Behavior Management	(3)	X	X	X
Program Management	(3)	-	X	X
An Assessment Course	(3)	X	-	X
Reading Instruction for the Handicapped	(3)	X	X	X
Practicum I	(3)	X	X	X
Academic Instruction for Adolescents with Mild Disabilities	(3)	X	X	X
Vocational Instruction for Adolescents with Mild Disabilities	(3)	X	X	X
Independent Living/Personal-Social Skills Instruction for Adolescents with Mild Disabilities	(3)	X	X	X
Practicum: Methods	(3)	X	X	X
Final Supervised Field Experience	(9)	-	X	X
Practicum III	(3)	X	-	-
Facilitating Mainstreaming	(3)	X	-	X
Facilitating Transitions from School to Community Life	(3)	X	-	X
Professional Seminar	(3)	X	-	X
Electives	(6)	X	-	X
Master's Project	(3)	X	-	X
TOTAL		**48**	**36**	**57**

The Secondary Special Eduction Program is located in the Division of Special Education and Rehabilitation at the University of Oregon. The Division of Special Education and Rehabilitation is one of several divisions in the College of Education. Figure 2 portrays the organizational structure of this program within the College of Education.

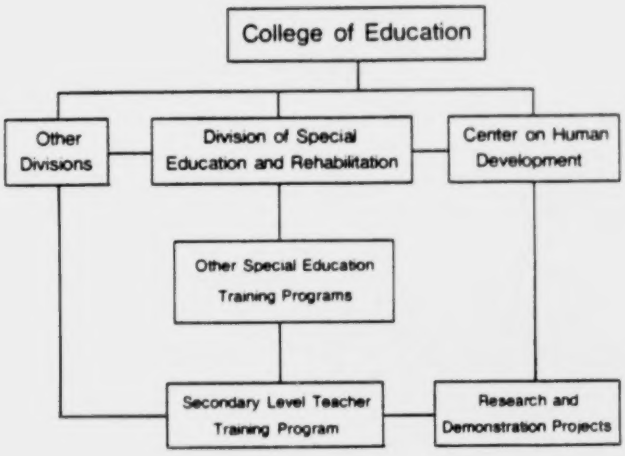
College of Education
Other Divisions
Division of Special Education and Rehabilitation
Center on Human Development
Other Special Education Training Programs
Secondary Level Teacher Training Program
Research and Demonstration Projects

Figure 2

Administrative Organization

Practicum facilities. The Secondary Special Education Program has cooperative arrangements with the three local school districts to provide practicum sites for the program's students. Practicum sites are available in both middle and high schools in all cooperating districts.

During the first practicum, students work on a one-to-one basis with a single pupil in the academic area of reading. The emphasis in this practicum is on individual assessment, program planning, and implementation of well-sequenced, systematic instruction. During the second practicum, students are assigned a single academic class in a high school resource room program. The emphasis in this practicum is on preparing the student to gradually take over the instruction of that one class. By the end of the practicum, students will be responsible for all lesson planning and instruction in that one class. This practicum prepares students for the Final Supervised Field Experience (FSFE) where they assume full responsibility for as many as four classes. During the third practicum, the FSFE, students spend a majority of each day (5 hours) in a secondary resource room program in a public school. Throughout the practicum, students have the opportunity to teach a variety of classes, both academic and nonacademic (e.g., vocational, independent living skills, community-based work experience), and work with many pupils in various size groups (individual to large group). This practicum also addresses the noninstructional roles of a teacher, including managing inappropriate pupil behavior, supervising aides and volunteers, working with parents, collaborating with employers and adult service agencies, developing good IEPs and ITPs, and evaluating program outcomes.

In addition to public school practicum placements, the program has arrangements with the local community college to provide practicum settings for students interested in gaining experience in teaching adults with disabilities. Students in the program also have access through their practicum placements to other adult service agencies that are partners in the transition process. The vocational rehabilitation agency, several vocational training programs, and the mental health/mental retardation agency all participate cooperatively with both the public schools and the community college in the provision of transition services. Students in the teacher training program participate in these cooperative ventures

during their practicum experiences.

Each of the practica is accompanied by a weekly seminar which provides a forum for problem-solving and an opportunity for additional instruction in systematic teaching techniques.

Student Recruitment

In response to all recruitment efforts during the first two years of actual program implemenation (years two and three of the grant period), a total of 29 applications were received. A selection committee composed of three faculty members independently rated each applicant according to a pre-established rating system. Each applicant was rated in five areas: (a) the relevance of the applicant's undergraduate degree, (b) the applicant's grade point average (GPA) for the last two years of undergraduate work, (c) the relevance of the applicant's work experience, (d) the applicant's professional recommendations, and (e) the relevance of the applicant's written personal statement indicating interest in secondary special education. After each committee member independently rated the applicants, the committee met as a group to reach concensus on which applicants to accept. During the first year of program implementation (second year of the grant period), the committee accepted eight applicants for the new program. During the second year of program implementation (third year of the grant period), 10 students were accepted. A third class of students is currently being recruited for the next academic year.

Recruitment efforts have centered on personal contact with individuals or groups who might be interested in the program. One group that was targeted is students who are in their final year of undergraduate preparation for regular secondary level teaching. These students are often interested in obtaining additional endorsements for their teaching certificates in order to increase their employment possibilities. A second targeted group was secondary special education teachers who already hold a Basic Handicapped Learner Endorsement but who do not have the standard endorsement. As mentioned before, many of these teachers have received their training at the elementary level, even though they are teaching in secondary programs. A third targeted group was currently employed regular secondary level teachers who are interested in obtaining training in the area of special education.

Project staff made presentations at local and state conferences which are frequently attended by the groups mentioned above. Staff also visited education classes on university campuses to contact students who are currently receiving training in secondary education. Also, the University's Graduate Records Office has included information about the program to any persons who request information about graduate or certification programs in special education.

Stipends provided through this grant have been used as incentives in recruiting high quality students to the program. These awards were restricted to students who were accepted into either the Basic Handicapped Learner Endorsement and/or the masters degree programs on a full-time basis.

Goals 2 and 3: Implement, Evaluate, and Refine Program; Disseminate Information

The program described in the previous section of this report incorporates the changes made in the original program model as a result of extensive evaluation conducted over a two-year period. Changes were made in the program in two stages: once at the end of the first year of program implementation and once at the end of the second year of program implementation. The evaluation procedures and some of the changes that resulted from the evaluation are described in this section of the report.

The collection of evaluation data is viewed as essential to the effective and efficient implementation and ongoing improvement of the program. A variety of evaluation procedures, both formative and summative, have already been developed and employed in order to provide a data-based foundation for monitoring and improving the program. These data are collected at multiple points in time from multiple audiences and, together, measure the degree to which: (a) the highest quality students are recruited, admitted, and retained; (b) the program's coursework and practicum experiences provide teacher-trainees with the knowledge and skills that are specified in the curriculum; and (c) the program's graduates have acquired the competencies needed to function effectively in actual job situations. The type of evaluation information that has been or will be collected is summarized in Table 3. The evaluation tools identified in Table 3 for Evaluation Categories One and Two are included in Appendix B. The tools for Category Three are currently being developed.

Table 3

Summary of Evaluation Procedures

Evaluation Question	Evaluation Tool	Source of Information	When
Evaluation Category 1: Student recruitment, admission, and retention			
1.1 How successful was the recruitment effort?	Student Recruitment Report	Program Admissions Committee	Annually
1.2 How many applicants were accepted for admission?	Student Recruitment Report	Program Admissions Committee	Annually
1.3 How many students completed the program?	Student application files at Teacher Certification Office	Teacher Certification Office	Annually
1.4 How many students sought and accepted employment in special education? education?	Student communication with program faculty and Career Planning & Placement Office	Program faculty and Career Planning and Placement Office	Annually
Evaluation Category 2: Program implementation and monitoring			
2.1 Do students attain the knowledge and skills specified in coursework?	Course grades Course Reaction Inventory (CRI) Supplement	Program faculty and students	Quarterly
2.2 Do students attain the knowledge and skills specified in practica?	Practice competency check-lists CRI supplement	Practicum supervisor and students	Quarterly
2.3 How well do practicum experiences meet the needs of teacher-trainees?	Practicum satisfaction questionnaires	Students and cooperating teachers	Quarterly
2.4 What is the quality of faculty teaching?	Course Reaction Inventory (CRI) supplement	Students	Quarterly
2.5 What is the quality of practicum supervision?	Practicum satisfaction questionnaire	Students	Quarterly
2.6 How well do individual courses and practica contribute to the overall goals of the program?	Course importance questionnaire - Exit interview	Students	Annually
2.7 Do students attain the competencies specified in the program?	Program competency assessment - Exit interview	Students	Annually
Evaluation Category #3: Program effectiveness and impact			
3.1 Are graduates presently employed in positions that reflect their training?	Graduate follow-up questionnaire	Graduates	Tri-Annually
3.2 How do graduates rate the adequacy of their preparation and effectiveness?	Graduate follow-up questionnaire	Graduates	Tri-Annually
3.3 How do employers rate the preparation and effectiveness of graduates?	Graduate follow-up questionnaire	Immediate supervisors	Tri-Annually
3.4 Are coursework and practica relevant for the job entry demands and conditions that exist in secondary special education classrooms?	Graduate follow-up questionnaire	Graduates	Tri-Annually
3.5 Are program competencies compatible with the job entry demands and conditions that exist in secondary special education classrooms?	Graduate follow-up questionnaire	Graduates	Tri-Annually

Course and Practicum Evaluation

For each course they took, students were asked to complete the University's Course Reaction Inventory (CRI) form and a supplementary form which addressed the students' assessments of how well the course objectives were met and how competent they felt about their own skills in the areas being addressed through course objectives. In every practicum, both the students and the cooperating teachers completed an evaluation form at the end of the practicum. Project staff conducted final group interviews with the first two classes of students and gathered anecdotal information as well as a written evaluation from each student. Table 4 presents a summary of the

Table 4

Summary of Program Competency Assessment Data

Competency Area	Program Competency	How well Competency was addressed by the program: Not addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed	Student's strength on competency after completing the program: Unsatisfactory	Satisfactory	Strong	Very Strong
Initial Assessment and Formulation of Goals and Objectives	1. Assess the current performance of pupils in academic and nonacademic areas using formal and informal assessment tools and observation.	0%	20%	64%	16%	6%	31%	56%	6%
	2. Formulate goals and objectives for individual pupils consistent with the assessment data in academic and nonacademic areas.	0%	19%	50%	31%	0%	31%	50%	19%
	3. Formulate Individual Educational Plans (IEPs).	0%	7%	50%	43%	0%	44%	31%	25%
Curriculum and Instruction	4. Design instructional programs in academic and nonacademic areas for the implementation of IEPs.	0%	20%	69%	13%	0%	31%	44%	25%
	5. Evaluate, select, modify, create, and utilize appropriate instructional materials in academic and nonacademic areas.	0%	19%	56%	25%	0%	12.5%	50%	37.5%
	6. Use a variety of systematic teaching strategies with individuals, small groups, and large groups with the least restrictive environment, including community-based instruction when appropriate.	0%	31%	44%	25%	0%	19%	56%	25%
Behavior and Classroom Management	7. Utilize behavior management techniques as needed to maintain a positive teaching environment.	0%	14%	43%	43%	0%	20%	53%	27%
	8. Organize classroom experiences efficiently so that the amount of time spent on instruction activities is maximized.	0%	25%	31%	44%	0%	31%	25%	44%
Evaluation of Student Progress and Program Effectiveness	9. Design and utilize data systems to monitor pupil progress in academic and nonacademic areas.	0%	25%	56%	19%	0%	19%	69%	12%
	10. Communicate pupil progress to parents/guardians, pupils, and other school staff members.	0%	50%	50%	0%	6%	19%	62.5%	12.5%
	11. Design and utilize evaluation systems to monitor program effectiveness.	6%	56%	38%	0%	19%	44%	37%	0%

Table 4 (continued)

Competency Area	Program Competency	How well Competency was addressed by the program: Not addressed (1)	Partially Addressed (2)	Adequately Addressed (3)	Thoroughly Addressed (4)	Student's strength on competency after completing the program: Unsatisfactory (1)	Satisfactory (2)	Strong (3)	Very Strong (4)
Utilizing School Resources	12. Provide other school staff members (e.g., aides, peer tutors, volunteers, parents, and regular classroom teachers) with programs for instructing handicapped pupils in the least restrictive environment.	0%	29%	57%	14%	0%	31%	56%	13%
	13. Manage support staff (e.g., aides, volunteers) in the educational environment, including the establishment of role descriptions, assignment of responsibilities, training, and provision of feedback on performance.	7%	36%	50%	7%	0%	31%	56%	13%
	14. Coordinate the roles of school staff members serving handicapped pupils.	0%	57%	36%	7%	0%	56%	38%	6%
	15. Facilitate the academic, administrative, and social integration of handicapped pupils with nonhandicapped pupils and their teachers in the least restrictive environment.	0%	43%	36%	21%	0%	37.5%	50%	12.5%
Transition of Community and Work Life	16 .Provide handicapped pupils and their families with information about available community services (e.g., mental health, vocational rehabilitation, community colleges, and social welfare agencies).	6%	13%	56%	25%	0%	31%	56%	13%
	17. Formulate Individual Transition Plans (ITPs).	0%	33%	47%	20%	13%	27%	47%	13%
	18. Work cooperatively with community agencies which provide services to handicapped adolescents and adults.	7%	13%	73%	7%	0%	40%	60%	0%
	19. Provide community based instruction when appropriate for handicapped adolescents.	0%	31%	63%	6%	0%	37%	44%	19%
	20. Provide community based work experience when appropriate for handicapped adolescents.	0%	19%	69%	12%	6%	31%	50%	13%
	21. Assist handicapped adolescents in the transition process through appropriate counseling, referral, and participation on transition teams.	0%	19%	44%	37%	6%	31%	44%	19%
Educational and Legal Foundations	22. Recognize the various types of handicapping conditions and the factors that contribute to various handicapped conditions.	6%	31%	25%	38%	6%	19%	63%	12%
	23. Recognize the range of services that need to be offered to handicapped adolescents and adults.	0%	11%	52%	33%	0%	11%	67%	22%
	24. Recognize the legal foundations outlined by the Education of the Handicapped Act and other federal legislation for providing education to handicapped adolescents and adults.	0%	6%	50%	44%	0%	6%	44%	50%

students' responses over a two year period to questions which asked how well each of the program's 24 competencies was addressed in the program and how strong students felt on each competency at the end of the program. The percentages above each rating indicate the percentage of students that gave that response for that competency.

As Table 4 shows, a majority of the students (50% or more) rated 21 of the 24 program competencies as being adequately or thoroughly addressed (rating of 3 or 4). Twelve of those 24 competencies were rated by 80% or more of the students as being adequately to thoroughly addressed. Only 3 of the 24 competencies were rated by the majority of students as being not addressed or only partially addressed (rating of 1 or 2). In terms of the students' self-perceived strength on each competency after completing the program, the majority of students indicated that they felt their own strength was satisfactory or better (rating of 2. 3, or 4) on all 24 competencies. In fact, the majority of students rated their own strength as strong or very strong (rating of 3 or 4) on 22 of the 24 competencies.

Table 5 presents a summary of the evaluations received from the cooperating teachers at the practicum sites used during the two years of program implementation. The actual items to which the teachers responded are presented in the table.On all items,a majority (50% or more) of the cooperating teachers gave a response of strongly agree (rating of 4). In fact,

Table 5

Practica Evaluations from Cooperating Teachers

Evaluation Item	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. The practicum student served the needs of my students	0%	13%	26%	61% (4)
2. The supervision was adequate for the practicum student	0%	6%	29%	65% (4)
3. The communication between the student and the cooperating teacher was adequate	3%	3%	26%	68% (4)
4. The communication between the cooperating teacher and the supervisor was adequate	0%	3%	26%	71% (4)
5. The student was adequately trained to meet the teaching demands of the practicum	0%	13%	10%	77% (4)
6. The student's interactions with my pupil(s) was appropriate and professional	0%	13%	10%	77% (4)
7. The student carried out his/her assignment in a professional manner	3%	7%	16%	74% (4)

0 = Median Score

80% or more of the cooperating teachers responded to all items at an agree or strongly agree (rating of 3 or 4) level. Overall, the cooperating teachers seem to be very pleased with the practicum arrangements and the quality of practicum students.

Table 6 presents a summary of the evaluations received from the practicum students themselves. The actual items to which the students responded are presented in the table.

Table 6

Practica Evaluations from Practicum Students

Evaluation Item	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. The student received adequate supervision	0%	0%	24%	76%
2. The communication between the student and the supervisor was adequate	0%	0%	24%	76%
3. The communication between the student and the cooperating teacher was adequate	2%	15%	12%	71%
4. The practicum enabled the student to improve and expand teaching skills	0%	2%	24%	74%
5. Overall, the practicum experience was valuable	0%	5%	24%	71%

0 = Median Score

On all items, 70% or more of the practicum students responded at the strongly agree level (rating of 4). Overall, the students felt that they received adequate supervision, had adequate communication with their cooperating teachers and supervisors, were able to improve and expand their teaching skills, and found the practicum experience valuable.

Program strengths and weaknesses. The evaluation data clearly indicate that the Secondary Teacher Training Program has performed very well during its first two years of operation. In both the course evaluations and the final group interviews, students indicated that course objectives and program competencies have been adequately addressed throughout the program. This is clearly a strength of the program. Another strength of the program is the field experience which our students gain through the three practica that they complete in the program. Both the students and their cooperating teachers indicated that the practicum experiences were valuable for the students and for the pupils who were taught by the students in these practica. The program provided appropriate supervision and training for the practicum students while providing a beneficial service to the practicum sites.

With respect to needed improvement, the students expressed a preference for a more secondary emphasis in both the reading class and the practicum which accompanies this class. Both students and their cooperating teachers also expressed a concern during the first year of program implementation that the final supervised field experience was not allotted enough credits or enough actual classroom hours. For the second year of the program the reading practicum was refined to give the students more experience teaching higher level reading skills to middle school students. The final supervised field experience was increased to nine credits and students spent almost the entire day in a high school resource room during this placement. In order to individualize the final supervised field experience as much as possible, a contract form was developed and used during this final practicum. At the beginning of the final practicum, each student, cooperating teacher, and supervising teacher triad met to negotiate the academic and vocational teaching responsibilities of the practicum student. The strengths and needs of the individual student were considered along with the cooperating teacher's needs in determining teaching assignments. A sample copy of a completed contract is included

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in Appendix C.

In response to student and instructor feedback during the final year of the project, a number of other changes were made to the curriculum. Four methods courses, which had been two credit hours each, were expanded to three credits each. This was done to allow the content of each course to be increased slightly and to make these courses more consistent with traditional university course offerings. The Independent Living course was substantially revised as a result of input from students for both years of program implementation. In addition to these content changes in curriculum, the sequence of course offerings was adjusted. Several courses were moved to different terms as the result of feedback from students concerning the timeliness of certain course content.

Placement of Students

At this time, two classes of students (N = 17) have completed their coursework in this program. Of those 17 students, 8 have accepted employment as middle or high school special education teachers, 1 as an elementary special education teacher, and 1 as regular high school social studies teacher. Three students have accepted or are looking for employment in the adult services field, 3 are continuing their educational program for at least another term, and 1 student is currently seeking a position as a secondary special education teacher. Of these 17 students, 8 have completed their masters degrees and 3 more students are working on their masters project, the final step in the masters degree process. The other 6 students have completed all of the requirements for a masters degree except their masters project.

Dissemination of Information

This final report which details the Secondary Special Education Teacher Training Project will be available to SEA's upon request and to other interested parties. SpecialNet will be the vehicle used to let interested persons know that this information is available. Also, several journal articles are currently being prepared for publication.

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APPENDIX A:

Course Outlines

ACADEMIC INSTRUCTION FOR ADOLESCENTS
WITH MILD DISABILITIES

Course Description

This course deals with assessing and teaching academic skills to mildly handicapped adolescents. Major areas addressed are effective teaching, assessment issues, motivating secondary students, and assisting handicapped students to succeed in content classes. Emphasis is placed upon procedures for assessing student skills and environmental demands, and upon applying effective instructional techniques across the different areas of students needs.

Course Objectives

Students will be expected to demonstrate knowledge and skills in the following areas:

1. Characteristics of secondary mildly handicapped students.

2. Models of secondary special education programs commonly found in public high schools and the advantages and disadvantages of each model.

3. Research on effective teaching.

4. Issues involving motivating secondary mildly handicapped students.

5. Assessment issues and techniques for assessing student skills in the areas of writing, general language, vocabulary, spelling, and handwriting.

6. Effective methods for teaching writing, language, vocabulary, spelling, and handwriting skills.

7. Assisting handicapped students to succeed in content area classes.

ADVANCED PSYCHOLOGY OF EXCEPTIONALITY

Course Description

This course provides a general introduction and overview to the needs of exceptional children, adolescents, and adults, as well as their families. Both the commonalities and unique aspects of many kinds of disability are considered, including learning disabilities, mental retardation, behavior disorders, orthopedic impairment, and sensory impairments. The implications of disability level are also presented, ranging from mild to severe.

Course Objectives

Students will be expected to demonstrate introductory knowledge in the following seven areas:

1. Historical and legal precedents for services to people with disabilities;

2. Biological and environmental causes and consequences of disability;

3. Psychosocial development of people with disabilities;

4. Overview of learning characteristics of people with disabilities;

5. Overview of various assessment practices for people with disabilities;

6. Overview of various instructional procedures for people with disabilities;

7. Adult adjustment of people with disabilities and their families.

BEHAVIOR MANAGEMENT

Course Description

This course is concerned with behavior management principles and their practical application in secondary classroom settings. Emphasis is placed on the principles of applied behavior analysis, evaluation of student behavior, preventive and reactive procedures for modifying student behavior, generalization and maintenance of student behavior, and evaluation of behavior modification programs. Issues concerning classroom management, ethics of behavior management, and the involvement of students' families are also examined.

Course Objectives

Students will be expected to demonstrate knowledge and skill in the following 12 areas:

1. Basic principles of applied behavior analysis in a variety of instructional environments;
2. Techniques of behavioral assessment;
3. Techniques for identifying consequences appropriate to secondary students and classrooms;
4. Procedures for strengthening existing behaviors;
5. Procedures for teaching new behaviors;
6. Procedures for reducing or eliminating undesirable behaviors;
7. Procedures for generalizing and maintaining behaviors;
8. Techniques for management of crises in classrooms;
9. Single subject designs for evaluating student progress;
10. Information management procedures for students and program evaluation;
11. Ethics of behavior management;
12. Involving students' families in behavior management programs.

FACILITATING MAINSTREAMING

Course Description

This course examines the issues relevant to mainstreaming and their application to facilitating the transition of secondary students with mild disabilities into mainstream classrooms. Students will learn about specific approaches to mainstreaming which are geared to both academic and vocational education for secondary students.

Course Objectives

At the end of this course, the student will:

1. know the underlying rationales and goals of mainstreaming students with mild disabilities into secondary settings;

2. be able to discuss the major issues and problems involved in mainstreaming mildly disabled adolescents;

3. be familiar with techniques that can be used to facilitate the mainstreaming of mildly disabled adolescents;

4. be familiar with a variety of promising practices in the mainstreaming of mildly disabled adolescents.

FACILITATING TRANSITIONS FROM SCHOOL TO COMMUNITY LIFE

Course Description

This course is designed to help special education teachers prepare high school students to successfully negotiate their transitions to community settings. Teacher trainees will learn about the array of existing mechanisms for transition planning, which include generic services (e.g., community colleges), short-term specialized services (e.g., vocational rehabilitation), and long-term specialized services (e.g., MR/DD and welfare agencies). Emphasis will be placed upon identifying transition resources and designing transition-oriented programs to begin in high school classrooms.

Course Objectives

Students will be expected to demonstrate knowledge and skills in the following four areas:

1. Major indicators of successful community adjustment and their implications for high school-based transition programs;

2. Program mandates and eligibility requirements of adult service agencies for people with mild disabilities;

3. Reasonable role expectations for special education teachers to play in order to facilitate the transition process;

4. Interacting with agency professionals and significant others concerning programming for high school students' transition to community life.

INDEPENDENT LIVING/PERSONAL-SOCIAL SKILLS INSTRUCTION
FOR ADOLESCENTS WITH MILD DISABILITIES

Course Description

This course is concerned with teaching independent living and personal-social skills to exceptional adolescents. Independent living skills are those related to living in the community with minimal assistance (e.g., money management, home management, and safety). Personal-social skills include those necessary for satisfying interpersonal relations and the development of self-esteem. Emphasis is placed upon diagnosing student skill, and upon applying systematic instruction of functional living skills and skills needed for competent social adjustment.

Course Objectives

Students will be expected to demonstrate knowledge and skills in the following five areas:

1. Utilizing and modifying assessment techniques for evaluating student knowledge and skill;

2. Generating teacher-made curricula and evaluating and modifying commercially available instructional materials;

3. Instructional strategies for teaching independent living/personal-social skills and concepts;

4. Providing small group and individual instruction, including knowing when to apply each format;

5. Programming of generalization of skills outside the classroom and maintenance of skills over time.

PRACTICUM I: READING

Course Description

This competency-based practicum is designed to provide an initial instructional experience with low-performance and/or handicapped students. Each week seminars will be held to discuss curriculum plans, students' progress, and to address training issues as they arise in the practicum settings. All practicum work will be conducted under the support and supervision of the course instructor and the practicum coordinator.

Course Objectives

Students will be expected to demonstrate knowledge and skill in the following nine areas:

1. Apply principles of effective instruction;

2. Formally and informally assess an individual student for reading instruction, using a variety of tests including standardized reading tests, teacher-made reading tests, and placement tests associated with commercial reading programs;

3. Sequence, introduce, and teach new skills and concepts, as well as provide meaningful practice and necessary remediation for previously taught skills, using principles of effective instruction;

4. Organize classroom activities to provide reading instruction to meet individual needs;

5. Organize, collect, and analyze data to monitor student performance for the purpose of minimizing student failure;

6. Evaluate, select, and modify commercial reading programs;

7. Design reading programs and materials where commercial reading materials do not exist;

8. Plan instruction, design lesson plans, and prepare materials for instruction;

9. Apply principles of effective instruction to reading at both functional and academic content levels.

PRACTICUM II: METHODS

Course Description

The methods practicum is designed to provide students with an opportunity to practice small group instruction skills in educational settings serving adolescents with mild disabilities. The practicum student will practice procedures necessary for diagnosing students and environments, as well as apply instructional techniques to meet a variety of student needs. Particular emphasis will be placed on teaching students strategies to cope with regular content classes.

Course Objectives

Students will be expected to demonstrate knowledge and skills in the following five areas:

1. Utilizing and modifying assessment techniques for evaluating environments and student skills;

2. Strategies and techniques for modifying instructional procedures to meet the needs of adolescents with mild disabilities;

3. Programming for the generalization of skills outside the classroom, and maintenance of skills over time;

4. Providing small group and tutorial instruction, including knowing when to apply each format;

5. Generating teacher-made curricula, and evaluating and modifying commercially-available instructional materials.

PRACTICUM III: FINAL SUPERVISED FIELD EXPERIENCE

Course Description

The final supervised field experience is designed to provide students with the opportunity to practice and demonstrate their competence in the skills of instruction, assessment, behavior management, administration, supervision, and evaluation learned in course work. The final supervised field experience focuses on the necessary responsibilities teachers have when instructing mildly handicapped individuals in self-contained classrooms, resource rooms, and/or regular classrooms within a public or private school setting.

Course Objectives

Students will be expected to demonstrate knowledge and/or skills in the following eight areas:

1. Ability to communicate effectively with school personnel and interacting agencies;

2. Conduct assessment for student skills in academic and nonacademic areas;

3. Provide direct instruction to students with mild disabilities in academic and nonacademic areas.

4. Design and implement instructional programs appropriate for mildly handicapped students;

5. Design and implement effective behavior management programs;

6. Develop and implement IEP's;

7. Schedule and organize a classroom for meeting the needs of mildly handicapped students;

8. Participate in the collaborations between the cooperating teacher and vocational educators and postsecondary program staff in planning transitional services.

PROFESSIONAL SEMINAR

Course Description

This course is designed to introduce masters students to selected issues concerning the education of secondary and postsecondary students with mild disabilities. Selected issues may include an orientation to the current state of secondary special education in Oregon, an orientation to ongoing programs at the Research and Training Center, an introduction to P.L. 94-142 and current litigation and legislation concerning secondary and postsecondary students, an orientation to the job possibilities in secondary and postsecondary special education, and other issues in which the masters students express an interest.

Course Objectives

Students will be expected to demonstrate introductory knowledge in the following five areas:

1. The current state of secondary special education in Oregon;

2. The programs currently being administered through the Research and Training Center;

3. The basic tenants of P.L. 94-142 and how it relates to the education of secondary and postsecondary mildly handicapped students;

4. The jobs that exist for students who complete a master's degree in special education either with or without teacher certification;

5. Any other issues that the students choose to pursue.

PROGRAM MANAGEMENT

Course Description

This course is concerned with basic management principles and the allocation of classroom resources to meet individual and group objectives. The course emphasis is placed on teacher decision-making, program organization, and communication skills. Issues and procedures are examined concerning program goal setting, resource allocation, staff supervision and evaluation, and overall program evaluation for the utilization of all program resources to achieve goals.

Course Objectives

Students will be expected to demonstrate knowledge and skill in the following eight areas:

1. Procedures for writing and using the IEP as a decision-making guide concerning instruction and resource identification/allocation;

2. Organization and management of classroom activities to provide effective instruction;

3. Recruitment and management of program support staff (e.g., aides, peer tutors).

PROGRAM PLANNING AND EVALUATION

Course Description

This course will examine the different approaches to program evaluation and their application in special education systems at the secondary and postsecondary levels. Students will learn about quantitative and qualitative evaluation strategies. Emphasis will be placed upon the use of evaluation strategies. Emphasis will be placed upon the use of evaluation technology for program planning and improvement.

Course Objectives

Students will be expected to demonstrate knowledge and skills in the following five areas:

1. Major models of program evaluation appropriate for educational settings;

2. Use of qualitative and quantitative strategies for conducting needs assessments;

3. Interacting with groups and individuals concerned with the results of the evaluation;

4. Major steps involved in conducting evaluation, including:

    a. specifying objectives;
    b. designing evaluation plans;
    c. developing instruments;
    d. analyzing data;
    e. writing reports;

5. Use of the IEP as a program planning and evaluation tool.

READING INSTRUCTION FOR THE HANDICAPPED

Course Description

This course focuses on the variety of instructional procedures that have been proven effective in meeting the needs of low-performing and/or handicapped students. Teachers learn to systematically teach reading skills to K-12 students, emphasizing decoding, vocabulary, and comprehension. Emphasis is placed on teaching content area as well as functional reading skills.

Course Objectives

Students will be expected to demonstrate knowledge and skill in the following nine areas:

1. Apply principles of direct instruction;

2. Formally and informally assess and group students from kindergarten to 12th grade for reading instruction, using a variety of tests including standardized reading tests, teacher-made reading tests, and placement tests associated with commercial reading programs;

3. Sequence, introduce, and teach new skills and concepts, as well as provide meaningful practice and necessary remediation for previously taught skills, using principles of direct instruction;

4. Organize classroom activities to provide reading instruction to meet individual needs;

5. Organize, collect, and analyze data to monitor student performance for the purpose of minimizing student failure;

6. Evaluate, select, and modify commercial reading programs;

7. Design reading programs and materials where commercial reading materials do not exist;

8. Plan instruction, design lesson plans, and prepare materials for instruction;

9. Apply principles of direct instruction to reading at both functional and academic content levels.

UTILIZING MICROCOMPUTERS IN SPECIAL EDUCATION

Course Description

This course is concerned with the fundamental uses of microcomputers in secondary and postsecondary education programs for students with mild disabilities. Students will be introduced to the uses of microcomputers in curriculum planning, instruction, instructional management, testing, guidance, and special services. Emphasis will be placed on utilization and evaluation of CAI and CAVI software packages in secondary/post-secondary settings.

Course Objectives

Students will be expected to demonstrate knowledge and skills in the following four areas:

1. Major resources pertaining to the applications of microcomputers to the education of adolescents and adults with mild disabilities;

2. Fundamental uses of microcomputers in special education, including: classroom management, curriculum planning, instruction, instructional management, testing, guidance, and special services;

3. Evaluation of usefulness of software packages for Computer Assisted Instruction (CAI) and Computer Assisted Video Instruction (CAVI) for students with mild disabilities;

4. Utilization of a variety of CAI and CAVI software packages for tutorial, drill and practice, simulation, and problem solving instruction.

VOCATIONAL INSTRUCTION FOR ADOLESCENTS
WITH MILD DISABILITIES

Course Description

This course is concerned with the variety of instructional procedures that are effective for teaching prevocational skills to exceptional adolescents and young adults in classroom settings. The course will also focus on information about coordinating vocational programming with vocational educators and community agencies.

Course Objectives

Students will be expected to demonstrate knowledge and skills in the following five areas:

1. Designing and implementing a vocational preparation program in the special education classroom;

2. Utilizing and modifying assessment techniques for evaluating work environments and student work interests, aptitudes, and skills;

3. Instructional strategies for teaching prevocational skills (e.g., job search, social behavior on the job, work related skills);

4. Strategies and techniques for consulting with vocational education instructors about methods of modifying their curricula and instructional procedures to meet the needs of adolescents with mild disabilities.

5. Information about school and community resources that provide vocational programming for teaching skills related to success in postsecondary work settings.

APPENDIX B:

Evaluation Tools

COURSE REACTION INVENTORY

USE PENCIL ONLY

DIRECTIONS: This inventory, when completed by you, will provide important feedback for course improvement. In addition, this term's results are being considered for use in promotion and tenure decisions. Please select the alternative for each item which best reflects your judgment and darken in PENCIL the letter under the response you have chosen. A separate sheet is available for written comments.

Instructor: _____

Course Title: _____

Term Line Number: _____ Date: _____

A.

Compared to other courses you have had at this university rate this course with respect to:

1. **Overall** (How well taught was the course.)

	lowest 10%		average		upper 10%
1	(A)	(B)	(C)	(D)	(E)

2. **Structure** (How well organized course/instructor seemed to be.)

	lowest 10%		average		upper 10%
2	(A)	(B)	(C)	(D)	(E)

3. **Difficulty** (The quantity and quality of effort required by the course.)

	lowest 10%		average		upper 10%
3	(A)	(B)	(C)	(D)	(E)

4. **Rapport** (Quality of student-instructor interaction.)

	lowest 10%		average		upper 10%
4	(A)	(B)	(C)	(D)	(E)

5. **Evaluation** (How accurately and fairly student performance was assessed.)

	lowest 10%		average		upper 10%
5	(A)	(B)	(C)	(D)	(E)

B.

To what extent do you agree with the following:

6. The instructor was prepared for class.

	strongly disagree	disagree	neutral	agree	strongly agree
6	(A)	(B)	(C)	(D)	(E)

7. The course content was well organized.

	strongly disagree	disagree	neutral	agree	strongly agree
7	(A)	(B)	(C)	(D)	(E)

8. An above average amount of study effort was required.

	strongly disagree	disagree	neutral	agree	strongly agree
8	(A)	(B)	(C)	(D)	(E)

9. The instructor encouraged students when they did a good job.

	strongly disagree	disagree	neutral	agree	strongly agree
9	(A)	(B)	(C)	(D)	(E)

10. The instructor listened to student comments and questions.

	strongly disagree	disagree	neutral	agree	strongly agree
10	(A)	(B)	(C)	(D)	(E)

11. Student performance was evaluated in a fair and impartial manner.

	strongly disagree	disagree	neutral	agree	strongly agree
11	(A)	(B)	(C)	(D)	(E)

12. Sufficient feedback was provided about student progress.

	strongly disagree	disagree	neutral	agree	strongly agree
12	(A)	(B)	(C)	(D)	(E)

13. Material was presented in class which could not easily be gained from other sources.

	strongly disagree	disagree	neutral	agree	strongly agree
13	(A)	(B)	(C)	(D)	(E)

14. The assignments provided valuable learning experiences.

	strongly disagree	disagree	neutral	agree	strongly agree
14	(A)	(B)	(C)	(D)	(E)

15. The instructor provided relevant examples and illustrations in teaching.

	strongly disagree	disagree	neutral	agree	strongly agree
15	(A)	(B)	(C)	(D)	(E)

16. The course provided considerable intellectual stimulation.

	strongly disagree	disagree	neutral	agree	strongly agree
16	(A)	(B)	(C)	(D)	(E)

C.

The following questions are for research purposes only.

17. What is your class status?

	undergrad	graduate			
17	(A)	(B)	(C)	(D)	(E)

18. Did you take this course primarily because it was required?

	no	yes			
18	(A)	(B)	(C)	(D)	(E)

19. Independent of this particular course, how do you rate your interest in the course subject matter?

	below average	average	above average	greatest interest	
19	(A)	(B)	(C)	(D)	(E)

D.

20. Instructor developed items.

20	(A)	(B)	(C)	(D)	(E)
21	(A)	(B)	(C)	(D)	(E)
22	(A)	(B)	(C)	(D)	(E)
23	(A)	(B)	(C)	(D)	(E)
24	(A)	(B)	(C)	(D)	(E)
25	(A)	(B)	(C)	(D)	(E)
26	(A)	(B)	(C)	(D)	(E)

STUDENT RECRUITMENT REPORT

Year _____

Demographic Summary

Number of Applicants: _____ F _____ M

Affirmative Action Information:

# of women applicants _____ # of disabled applicants _____

# of noncaucasian applicants _____ # of elderly applicants _____

Number of Applicants Admitted to Programs:

Basic Handicapped Learner Endorsement only _____

Standard Handicapped Learner Endorsement only _____

Masters in Special Education only _____

Basic Handicapped Learner Endorsement and Masters _____

Standard Handicapped Learner Endorsement and Masters _____

_____ Full time students _____ Part time students

Description of Recruitment Activities

Course Title:

CRI Supplement: Secondary-Level Master's Program (Mildly Handicapped)

The CRI supplement, when completed by you, will provide important feedback for course improvement. There are two parts to this evaluation. The first part seeks information about the course objectives. The second part seeks information about the course requirements. Please answer all questions listed below. Your responses will be completely anonymous. The results will be used by the instructor and program staff to evaluate the extent to which students are attaining the knowledge and skills for this course/practicum.

Course Objectives

As a function of this course students are expected to demonstrate knowledge and skills on the following course objectives:

Objective:

(a) How would you rate your strength on this objective prior to taking this class?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this objective met in this course?

Unmet	Partially Met	Mostly Met	Met
1	2	3	4

(c) How would you rate your strength on this objective after taking this class?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

Objective:

(a) How would you rate your strength on this objective prior to taking this class?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this objective met in this course?

Unmet	Partially Met	Mostly Met	Met
1	2	3	4

(c) How would you rate your strength on this objective after taking this class?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

Objective:

(a) How would you rate your strength on this objective prior to taking this class?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this objective met in this course?

Unmet	Partially Met	Mostly Met	Met
1	2	3	4

(c) How would you rate your strength on this objective after taking this class?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

Course Requirements

The purpose of this part of the evaluation is to obtain information on the amount of time it is taking you to complete the requirements associated with the courses in the program. We would also like your opinion of the relevance of those requirements for meeting course objectives. Please round all time estimates to the nearest half hour. When you are determining an amount of time for a requirement that had to be conducted more than once, estimate the average amount of time needed to conduct the activity one time. For example, if a course required you to complete five abstracts, estimate the amount of time needed to complete one abstract.

Requirement:

(a) How much time did this requirement take to complete? _____ hours

(b) How relevant was this requirement to the course?

Not Relevant/Discard	Relevant/Keep	Very Relevant/Essential
1	2	3

Requirement:

(a) How much time did this requirement take to complete? _____ hours

(b) How relevant was this requirement to the course?

Not Relevant/Discard	Relevant/Keep	Very Relevant/Essential
1	2	3

Requirement:

(a) How much time did this requirement take to complete? _____ hours

(b) How relevant was this requirement to the course?

Not Relevant/Discard	Relevant/Keep	Very Relevant/Essential
1	2	3

Comments

Please tell us what we can do to make this course more relevant to the needs of future secondary teachers. As part of your response, it would be helpful to know: (a) which objectives are most useful/relevant than others, (b) whether some objectives should be reduced/expanded in emphasis, (c) suggestions for making the instruction more usable/practical, and (d) whether any content/objectives should be added to the course.

PRACTICUM EVALUATION
Handicapped Learner Endorsement
(Secondary Emphasis Program)

STUDENT'S EVALUATION

Student _____ Practicum I ___ II ___ FSFE ___

Supervisor _____ Term _____ Date _____

Cooperating Teacher _____

Evaluation of Practicum Experience	Disagree			Agree
1. The preservice training I received was useful and helped prepare me for my practicum experience.	1	2	3	4
2. I received adequate assistance from my cooperating teacher.	1	2	3	4
3. The practicum seminar was useful and helped me in my practicum.	1	2	3	4
4. The practicum experience enabled me to improve and expand my teaching skills.	1	2	3	4
5. Overall, the practicum experience was valuable.	1	2	3	4

Evaluation of Supervision				
1. The supervision and feedback from my supervisor was sufficient to meet my needs.	1	2	3	4
2. The feedback for improving my teaching behaviors was helpful.	1	2	3	4
3. Feedback from my supervisor was consistent.	1	2	3	4
4. Feedback from my supervisor was relevant.	1	2	3	4
5. Feedback from my supervisor was clear.	1	2	3	4

		Disagree			Agree
6.	My supervisor was knowledgeable about instructional techniques and materials.	1	2	3	4
7.	The support and assistance provided by my supervisor was adequate.	1	2	3	4

Comments

1. It helps my teaching when my supervisor . . .

2. I would appreciate more help with . . .

3. The most positive aspect of the practicum is . . .

4. List any concerns you have about the practicum. For each concern, please make suggestions that would help us address those concerns.

5. Other comments:

Practicum Placement

I (would, would not) recommend this practicum site for future placements because . . .

PRACTICUM EVALUATION
Handicapped Learner Endorsement
(Secondary Emphasis Program)

COOPERATING TEACHER'S EVALUATION

Practicum Student _____ Practicum I ___ II ___ FSFE ___

Cooperating Teacher _____ Term _____ Date _____

Supervisor _____

		Disagree			Agree
1.	The student served the needs of my pupils.	1	2	3	4
	Comments:				
2.	The supervision was adequate for this particular trainee.	1	2	3	4
	Comments:				
3.	The communication between the trainee and me was adequate.	1	2	3	4
	Comments:				
4.	The communication between the supervisor and me was adequate.	1	2	3	4
	Comments:				

		Disagree			Agree
5.	The student's interactions with my pupil(s) was appropriate and professional. Comments:	1	2	3	4
6.	The student carried out his/her assignments in a professional manner. Comments:	1	2	3	4

7. Other comments:

Cooperating Teacher's Signature _____ Date _____

FINAL SUPERVISED FIELD EXPERIENCE EVALUATION
Handicapped Learner Endorsement
(Secondary Emphasis Program)

STUDENT'S EVALUATION

Student _____ Practicum I ___ II ___ FSFE ___

Supervisor _____ Term _____ Date _____

Practicum Site _____

Evaluation of Practicum Experience	Disagree			Agree
1. I felt adequately prepared to begin this practicum experience.	1	2	3	4
2. The practicum experience enabled me to improve and expand my teaching skills.	1	2	3	4
3. Overall, the practicum experience was valuable.	1	2	3	4
4. I would recommend this practicum site for future placements.	1	2	3	4
5. The contract used to negotiate the practicum placement clearly identified my assignments and responsibilities.	1	2	3	4
6. The following additional activities were valuable learning activities.				
_____	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4

Evaluation of University Supervision	Disagree			Agree
1. The supervision and feedback from my supervisor was sufficient to meet my needs.	1	2	3	4
2. The feedback for improving my teaching behaviors was helpful.	1	2	3	4
3. Feedback from my supervisor was consistent.	1	2	3	4
4. Feedback from my supervisor was relevant.	1	2	3	4
5. Feedback from my supervisor was clear.	1	2	3	4
6. My supervisor was knowledgeable about instructional techniques and materials.	1	2	3	4
7. The support and assistance provided by my supervisor was adequate.	1	2	3	4

Evaluation of Cooperating Teachers

Cooperating Teacher _____

1. This teacher provided adequate time for cooperative planning.	1	2	3	4
2. This teacher observed my teaching and provided helpful feedback.	1	2	3	4
3. This teacher allowed me to make independent decisions in my teaching.	1	2	3	4
4. This teacher made me feel comfortable in discussing any problem in connection with student teaching.	1	2	3	4
5. This teacher treated me as a colleague.	1	2	3	4
6. This teacher allowed me sufficient opportunity for complete responsibility and management of the class.	1	2	3	4

Cooperating Teacher _____

1.	This teacher provided adequate time for cooperative planning.	1	2	3	4
2.	This teacher observed my teaching and provided helpful feedback.	1	2	3	4
3.	This teacher allowed me to make independent decisions in my teaching.	1	2	3	4
4.	This teacher made me feel comfortable in discussing any problem in connection with student teaching.	1	2	3	4
5.	This teacher treated me as a colleague.	1	2	3	4
6.	This teacher allowed me sufficient opportunity for complete responsibility and management of the class.	1	2	3	4

Cooperating Teacher _____

1.	This teacher provided adequate time for cooperative planning.	1	2	3	4
2.	This teacher observed my teaching and provided helpful feedback.	1	2	3	4
3.	This teacher allowed me to make independent decisions in my teaching.	1	2	3	4
4.	This teacher made me feel comfortable in discussing any problem in connection with student teaching.	1	2	3	4
5.	This teacher treated me as a colleague.	1	2	3	4
6.	This teacher allowed me sufficient opportunity for complete responsibility and management of the class.	1	2	3	4

Cooperating Teacher _____

1.	This teacher provided adequate time for cooperative planning.	1	2	3	4
2.	This teacher observed my teaching and provided helpful feedback.	1	2	3	4
3.	This teacher allowed me to make independent decisions in my teaching.	1	2	3	4
4.	This teacher made me feel comfortable in discussing any problem in connection with student teaching.	1	2	3	4
5.	This teacher treated me as a colleague.	1	2	3	4
6.	This teacher allowed me sufficient opportunity for complete responsibility and management of the class.	1	2	3	4

Comments

1. The most positive aspects of this practicum were . . .

2. List any concerns you have about the practicum experience. For each concern, please make suggestions that would help us address those concerns.

3. List any concerns you have about the practicum placement. For each concern, please make suggestions that would help us address those concerns.

UNIVERSITY OF OREGON

FINAL SUPERVISED FIELD EXPERIENCE EVALUATION
Handicapped Learner Endorsement
(Secondary Emphasis Program)

COOPERATING TEACHER'S EVALUATION

Practicum Student _____ Practicum I ___ II ___ FSFE ___

Cooperating Teacher _____ Term _____ Date _____

Supervisor _____

Student Performance	Disagree			Agree
1. The student served the needs of my pupils.	1	2	3	4
Comments:				
2. The communication between the trainee and me was adequate.	1	2	3	4
Comments:				
3. The student's interactions with my pupil(s) was appropriate and professional.	1	2	3	4
Comments:				

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		Disagree			Agree
4.	The student carried out his/her assignments in a professional manner.	1	2	3	4
	Comments:				

University Supervision

5.	The supervision was adequate for this particular trainee.	1	2	3	4
	Comments:				
6.	The communication between the supervisor and me was adequate.	1	2	3	4
	Comments:				

Contract Process

7.	The contract used to negotiate the student's placement clearly identified the student's practicum assignments and responsibilities.	1	2	3	4
	Comments:				

		Disagree			Agree
8.	The contract process clearly identified my responsibilities as a cooperating teacher.	1	2	3	4

Comments:

9. Other comments:

_____ _____

Cooperating Teacher's Signature Date

HANDICAPPED LEARNER PROGRAM
(SECONDARY EMPHASIS)

MINIMUM COMPETENCIES FOR
READING PRACTICUM

_____ Student

_____ Supervisor

_____ Master Teacher

MAJOR AREAS OF COMPETENCY

1.0 INITIAL ASSESSMENT

2.0 OBJECTIVES/SEQUENCES

3.0 DIRECT TEACHER INSTRUCTION

4.0 INDEPENDENT PUPIL ACTIVITIES

5.0 INSTRUCTIONAL MATERIALS FOR DIRECT TEACHER INSTRUCTION AND INDEPENDENT PUPIL ACTIVITIES

6.0 EDUCATIONAL ENVIRONMENT

7.0 BEHAVIOR MANAGEMENT

8.0 ON-GOING ASSESSMENT/PROGRAM MODIFICATION

9.0 COMMUNICATION WITH PROFESSIONALS

10.0 PROFESSIONAL EXPECTATIONS

The teacher-trainee participating in the Reading Practicum is responsible for demonstrating the following competencies by the end of Fall Quarter. These competencies can be demonstrated through individual instruction of handicapped and low performing pupils. The teacher-trainee should have experience in direct teacher instruction, preparing instructional materials for direct teacher instruction and independent activities, behavior management, assessment of skill levels, establishing objectives and sequences, and data collection.

The teacher-trainee is responsible for establishing a notebook that contains evidence demonstrating the following competencies. This notebook should contain the following: assessment information, lesson plans, instructional sequences, data recording systems, behavior management systems, evaluation forms and other pertinent evidence of competencies.

The supervisor will provide formative evaluative feedback to students using this competency manual. At the end of Fall Quarter a summative evaluation of all competencies will be made.

The supervisor will initial and date competencies when they are met

	COMPETENCIES		
1.0 INITIAL ASSESSMENT	1.0 INITIAL ASSESSMENT		
	1.0 when assigned a pupil for instruction, the teacher-trainee will:	Initials	Date
1.1 DATA PERTINENT TO PROGRAM PLANNING	1.1 review pertinent information concerning the past performance of the pupil	1.1	
1.2 ADMINISTRATION OF ASSESSMENT TOOLS PRIOR TO SMALL GROUP INSTRUCTION	1.2 administer appropriate teacher-made tests, criterion referenced tests and/or commercial diagnostic tests that:	1.2	
	a. are designed to gain further information on the pupil's skills or entry behaviors	a.	
	b. use input and response modes matched to those used in instruction	b.	
	c. directly measure the desired skill	c.	
	d. include sufficient number of items to measure skills	d.	
	e. pinpoint tentative starting points for instruction	e.	

1.3 ANALYSIS OF ASSESSMENT RESULTS	1.3 analyze and interpret results of informal assessment including:	1.3_____
	a. analysis of errors	a._____
	b. determination of starting points for instruction	b._____
	1.4 and 1.5 as need arises in the practicum setting (screening of new pupil, evaluation of pupil for placement, evaluation of pupil achievement), the teacher-trainee will:	
1.4 ADMINISTRATION OF ASSESSMENT TOOLS FOR PURPOSES OF SCREENING, PLACEMENT OR EVALUATION OF ACHIEVEMENT	1.4 administer an appropriate battery of informal and/or formal diagnostic-placement tests:	1.4_____
	a. establishing a testing atmosphere conducive to optimum performance	a._____
	b. following testing procedures outlined in the manuals	b._____
	c. accurately recording data on performance	c._____
	d. selecting tests matching information on the pupil's general skill attainment	d._____
1.5 ANALYSIS OF ASSESSMENT RESULTS	1.5 analyze and interpret results from the test battery including:	1.5_____
	a. scoring results as outlined in the manuals	a._____
	b. analyzing errors and error patterns	b._____
	c. determining tentative areas needing instruction	c._____

2.0 OBJECTIVES/ SEQUENCES	2.0 OBJECTIVES/SEQUENCES	
	2.0 When assigned a pupil for instruction, the teacher-trainee will:	
2.1 LONG TERM OBJECTIVES	2.1 designate long-term objectives for instruction that are:	2.1_____
	a. appropriately matched to the needs of the pupil	a._____
	b. consistent with the initial assessment data	b._____
	c. stated in behavioral terms	c._____

NOTE: These long term objectives may be formulated and written by the teacher-trainee based on the assessment data. Long term objectives can also be designated by the master teacher or derived from an instructional material. In all cases, the teacher-trainee must formalize and write out long-term objectives.

2.2 INSTRUCTIONAL SEQUENCES	2.2 designate instructional sequences that:	2.2_____
	a. proceed in small logical steps leading from least difficult to most difficult	a._____
	b. lead to mastery of the long term objective	b._____
	c. reflect knowledge of the academic area	c._____

NOTE: The teacher-trainee should formulate at least two sequences during the practicum. The teacher-trainee may utilize and adapt other available instructional sequences. If the teacher-trainee is utilizing a commercial material, the sequence should be extracted from that material.

2.0 OBJECTIVES/COMPETENCIES (continued)

2.3 SHORT-TERM OBJECTIVES	2.3 write short-term objectives that:	2.3_____
	a. are consistent with the long-term objectives	a._____
	b. are behaviorally stated	b._____
	c. guide instruction including selection of interventions and evaluation procedures	c._____

3.0 DIRECT TEACHER INSTRUCTION	3.0 DIRECT TEACHER INSTRUCTION	
	3.0 The teacher-trainee will:	
3.1 LESSON PLANS	3.1 write daily lesson plans and/or program plans that:	3.1_____
	a. include learner objectives, instructional materials, instructional procedures, and evaluation procedures	a._____
	b. are clear and easy for others to implement	b._____
3.2 DIRECT TEACHER INSTRUCTIONAL PROCEDURES	3.2 when providing direct teacher instruction:	3.2_____
	a. select instructional formats appropriate to the pupil and skills being taught	a._____
	b. achieve attention of the pupil prior to initiating instruction	b._____
	c. provide for a high rate of pupil response during direct teacher instruction	c._____

3.0 DIRECT TEACHER INSTRUCTION (continued)
3.2 DIRECT TEACHER INSTRUCTIONAL PROCEDURES (continued)

d. provide for introduction to and direct instruction on desired skill	d. _____
e. provide for supervised practice of new skills during direct teacher instruction	e. _____
f. utilize consistent and appropriate correction procedures	f. _____
g. elicit and reinforce correct responses immediately following all corrections	g. _____
h. utilize verbal instruction, modelling and demonstration as appropriate to skill being taught	h. _____
i. utilize procedures that lead to a high rate of CORRECT pupil responses	i. _____
j. present all instructional input in a logical, organized fashion	j. _____
k. use consistent vocabulary appropriate to the pupil	k. _____
l. give pupil feedback on his/her performance including praise for correct responses	l. _____
m. instruct so that the pupil will demonstrate the desired outcome	m. _____

3.0 DIRECT TEACHER INSTRUCTION (continued)
3.2 DIRECT TEACHER INSTRUCTIONAL PROCEDURES (continued)

	n. utilize appropriate pacing of instructional activities	n. _____

OTHER DIRECT TEACHER INSTRUCTIONAL COMPETENCIES NEEDED IN SETTING

o.	_____	o. _____
p.	_____	p. _____
q.	_____	q. _____
r.	_____	r. _____
s.	_____	s. _____

4.0	INDEPENDENT PUPIL ACTIVITIES	4.0 INDEPENDENT PUPIL ACTIVITIES	
		4.0 The teacher-trainee will:	
	4.1 SELECTION/ FORMULATION OF INDEPENDENT ACTIVITIES	4.1 select or design independent pupil activities that:	4.1 _____
		a. focus on skills beyond the stage of initial acquisition	a. _____
		b. reinforce skills that have been introduced in direct teacher instruction	b. _____
		c. the pupil can complete with a low rate of error responses	c. _____
		d. utilize simple, clear directions (paired with examples when appropriate)	d. _____
		e. utilize formats with consistent response demands	e. _____

4.0 INDEPENDENT PUPIL ACTIVITIES (continued)

4.1 SELECTION/FORMULATION OF INDEPENDENT ACTIVITIES (continued)

	f. demand a definite response that the pupil can be held accountable for	f. _____
4.2 FEEDBACK ON PERFORMANCE ON INDEPENDENT ACTIVITIES	4.2 make provisions for correction of all independent activities and feedback on performance including:	4.2 _____
	a. immediate feedback on responses (when appropriate)	a. _____
	b. correction of error responses	b. _____
	c. utilization of performance information in planning subsequent instruction	c. _____

5.0 INSTRUCTIONAL MATERIALS FOR DIRECT TEACHER INSTRUCTION AND INDEPENDENT PUPIL ACTIVITIES

5.0 The teacher-trainee will:

5.1 CONSTRUCTION OF TEACHER-MADE MATERIALS	5.1 construct teacher-made materials for use in direct teacher instruction and independent activities that:	5.1 _____
	a. reflect the short-term objective that instruction is focused on	a. _____
	b. are appropriate to the age and disabilities of the pupils	b. _____
	c. use appropriate input and response modes	c. _____

5.0 INSTRUCTIONAL MATERIALS FOR DIRECT TEACHER INSTRUCTION AND INDEPENDENT PUPIL ACTIVITIES (continued)

5.1 CONSTRUCTION OF TEACHER-MADE MATERIALS (continued)

	d. are neat and well organized	d. _____
	e. maintain the pupils' interest	e. _____
5.2 SELECTION OF COMMERCIAL MATERIALS	5.2 select commercially prepared materials that:	5.2 _____
	a. reflect the short term objectives established for the pupils	a. _____
	b. are appropriate to the ages and disabilities of the pupils	b. _____
	c. match the entry behaviors of the pupils	c. _____
	d. maintain the pupils' interest	d. _____
5.3 MODIFICATION OR ADAPTATION OF COMMERCIALLY PREPARED MATERIALS	5.3 modify commercial materials for use with pupil when:	5.3 _____
	a. the instructional sequence or amount of practice provided is found to be inadequate	a. _____
	b. the material has proven ineffectual in the introduction or remediation of a specific skill	b. _____
	c. the material does not match the entry behaviors or skill level of the pupil	c. _____

6.0	EDUCATIONAL ENVIRONMENT	6.0 EDUCATIONAL ENVIRONMENT 6.0 When providing direct-teacher instruction to a pupil, the teacher-trainee will:	
	6.1 SMALL GROUP/ TEMPORAL ORGANIZATION	6.1 establish a temporal schedule that:	6.1_____
		a. maximizes the amount of time spent on instructional activities	a._____
		b. utilizes appropriate segments of time for instructional activities	b._____
		c. allows for quick and efficient movement between activities	c._____
	6.2 SMALL GROUP/ SPATIAL ORGANIZATION	6.2 establish a spatial organization that:	6.2_____
		a. maximizes the use of space	a._____
		b. allows for close proximity to pupil during instruction	b._____
		c. allows for easy access to instructional materials	c._____
		d. is well organized	d._____

7.0 BEHAVIOR MANAGEMENT	7.0 BEHAVIOR MANAGEMENT		
	7.0 When assigned a pupil for instruction, the teacher-trainee will:		
7.1 CLASSROOM RULES	7.1 verbally communicate rules for classroom behavior that:	7.1	_____
	a. communicate behavioral limits and expectations	a.	_____
	b. include clear consequences for failure to exhibit appropriate behavior	b.	_____
	c. are expressed in positive terms when possible	c.	_____
	d. are free from ambiguity	d.	_____
7.2 ENFORCEMENT OF CLASSROOM RULES	7.2 after establishment of classroom rules:	7.2	_____
	a. respond consistently to the pupil when inappropriate behavior occurs	a.	_____
	b. reinforce the pupil for compliance to classroom rules	b.	_____

7.0 BEHAVIOR MANAGEMENT (continued)

7.0 As need arises in the classroom the teacher-trainee will:

7.3 BEHAVIOR MANAGEMENT PROGRAM	7.3 design and implement a behavior management program	7.3 _____
	a. focuses on a behavior/ behaviors justifying an intensive program of modification	a. _____
	b. is appropriate to the needs of the pupil	b. _____
	c. is appropriate to the classroom setting	c. _____
	d. utilizes positive interventions (praise, ignoring, positive reinforcement, rule setting) when possible	d. _____
	e. results in behavior change	e. _____

8.0 ON-GOING ASSESSMENT/ PROGRAM MODIFICATION

8.0 ON-GOING ASSESSMENT/PROGRAM MODIFICATION

8.0 When responsible for individual instruction, the teacher-trainee will:

8.1 ESTABLISHMENT OF DATA SYSTEMS	8.1 design systems for collection of data concerning pupil performance that:	8.1 _____
	a. are based on the short-term objectives established for the individual pupil	a. _____

8.0 ON-GOING ASSESSMENT/PROGRAM MODIFICATION (continued)
8.1 ESTABLISHMENT OF DATA SYSTEMS (continued)

	b. utilize a consistent measurement event allowing comparison of data	b. _____
	c. are used at intervals (daily, twice a week, etc.) to allow for monitoring of progress	c. _____
	d. are easily understood by staff	d. _____
	e. are regularly maintained	e. _____
8.2 UTILIZATION OF DATA SYSTEMS	8.2 utilize data collected in:	8.2 _____
	a. evaluating pupil's movement toward mastery of short-term and long-term objectives	a. _____
	b. evaluating instructional programs (procedures & materials)	b. _____
	c. determining need for program modification	c. _____
	d. communicating pupil's progress to the pupil/parents/staff/others	d. _____
	e. modifying the instructional program based on data collected	e. _____

9.0 COMMUNICATION WITH PROFESSIONALS	9.0 COMMUNICATION WITH PROFESSIONALS	
	9.0 The teacher-trainee will:	
	9.1 engage in appropriate interaction with supervisors and master teachers:	9.1 _____
	a. accepting feedback on performance in a professional manner	a. _____
	b. modifying procedures based on feedback information	b. _____
	c. seeking advice and any help needed in setting	c. _____
	d. providing fellow professionals with information and assistance	d. _____
	e. provide a copy of the final report to the cooperating teacher	e. _____
10.0 PROFESSIONAL EXPECTATIONS	10.0 PROFESSIONAL EXPECTATIONS	
	10.1 The teacher-trainee will:	10.1 _____
	a. be punctual and dependable in attendance	a. _____
	b. be prepared for each lesson and have materials ready and organized	b. _____
	c. carry out with full accountability all assigned duties	c. _____
	d. maintain a cooperative and effective relationship with classroom and university supervisors	d. _____

10.0 PROFESSIONAL EXPECTATIONS (continued)
10.1 (continued)

e. work cooperatively with regular class teachers, ancillary personnel and support staff	e. _____
f. practice social amenities acceptable in the educational community (manners, dress, etc.)	f. _____
g. avoid discussion of pupils or parents particularly of confidential information	g. _____
h. attempt to handle any difficulties directly with the party involved	h. _____

HANDICAPPED LEARNER PROGRAM
(SECONDARY EMPHASIS)

MINIMUM COMPETENCIES FOR
METHODS PRACTICUM

_____ Student

_____ Supervisor

_____ Master Teacher

MAJOR AREAS OF COMPETENCY

1.0 INITIAL ASSESSMENT

2.0 OBJECTIVES/SEQUENCES

3.0 DIRECT TEACHER INSTRUCTION

4.0 INDEPENDENT PUPIL ACTIVITIES

5.0 INSTRUCTIONAL MATERIALS FOR DIRECT TEACHER INSTRUCTION AND INDEPENDENT PUPIL ACTIVITIES

6.0 EDUCATIONAL ENVIRONMENT

7.0 BEHAVIOR MANAGEMENT

8.0 ON-GOING ASSESSMENT/PROGRAM MODIFICATION

9.0 COMMUNICATION WITH PROFESSIONALS

10.0 PROFESSIONAL EXPECTATIONS

The teacher-trainee participating in the Methods Practicum is responsible for demonstrating the following competencies by the end of Winter Quarter. These competencies can be demonstrated through individual and small group instruction of handicapped and low performing pupils. The teacher-trainee should have experience in direct teacher instruction, preparing instructional materials for direct teacher instruction and independent activities, behavior management, assessment of skill levels, establishing objectives and sequences, and data collection.

The teacher-trainee is responsible for establishing a notebook that contains evidence demonstrating the following competencies. This notebook should contain the following: lesson plans, instructional sequences, data recording systems, behavior management systems, evaluation forms and other pertinent evidence of competencies.

The supervisor will provide formative evaluative feedback to students using this competency manual. At the end of Winter Quarter a summative evaluation of all competencies will be made.

		The supervisor will initial and date competencies when they are met
	COMPETENCIES	
1.0 INITIAL ASSESSMENT	1.0 INITIAL ASSESSMENT	
	1.0 when assigned a small group for instruction, the teacher-trainee will:	Initials Date
1.1 DATA PERTINENT TO PROGRAM PLANNING	1.1 review pertinent information concerning the past performance of the pupils	1.1_____
1.2 ADMINISTRATION OF ASSESSMENT TOOLS PRIOR TO SMALL GROUP INSTRUCTION	1.2 administer appropriate teacher-made tests, criterion referenced tests and/or commercial diagnostic tests that:	1.2_____
	a. are designed to gain further information on the pupils' skills or entry behaviors	a._____
	b. use input and response modes matched to those used in instruction	b._____
	c. directly measure the desired skill	c._____
	d. include sufficient number of items to measure skills	d._____
	e. pinpoint tentative starting points for instruction	e._____

1.3 ANALYSIS OF ASSESSMENT RESULTS	1.3 analyze and interpret results of informal assessment including:	1.3_____
	a. analysis of errors	a._____
	b. determination of starting points for instruction	b._____
	1.4 and 1.5 as need arises in the practicum setting (screening of new pupil, evaluation of pupil for placement, evaluation of pupil achievement), the teacher-trainee will:	
1.4 ADMINISTRATION OF ASSESSMENT TOOLS FOR PURPOSES OF SCREENING, PLACEMENT OR EVALUATION OF ACHIEVEMENT	1.4 administer an appropriate battery of informal and/or formal diagnostic-placement tests:	1.4_____
	a. establishing a testing atmosphere conducive to optimum performance	a._____
	b. following testing procedures outlined in the manuals	b._____
	c. accurately recording data on performance	c._____
	d. selecting tests matching information on the pupil's general skill attainment	d._____
1.5 ANALYSIS OF ASSESSMENT RESULTS	1.5 analyze and interpret results from the test battery including:	1.5_____
	a. scoring results as outlined in the manuals	a._____
	b. analyzing errors and error patterns	b._____
	c. determining tentative areas needing instruction	c._____

2.0 OBJECTIVES/ SEQUENCES	2.0 OBJECTIVES/SEQUENCES	
	2.0 When assigned a small group for instruction (or tutorial student), the teacher-trainee will:	
2.1 LONG TERM OBJECTIVES	2.1 designate long-term objectives for instruction that are:	2.1_____
	a. appropriately matched to the needs of the pupils	a._____
	b. consistent with the initial assessment data	b._____
	c. stated in behavioral terms	c._____

NOTE: These long term objectives may be formulated and written by the teacher-trainee based on the assessment data. Long term objectives can also be designated by the master teacher or derived from an instructional material. In all cases, the teacher-trainee must formalize and write out long-term objectives.

2.2 INSTRUCTIONAL SEQUENCES	2.2 designate instructional sequences that:	2.2_____
	a. proceed in small logical steps leading from least difficult to most difficult	a._____
	b. lead to mastery of the long term objective	b._____
	c. reflect knowledge of the academic area	c._____

NOTE: The teacher-trainee should formulate at least two sequences during the practicum. The teacher-trainee may utilize and adapt other available instructional sequences. If the teacher-trainee is utilizing a commercial material, the sequence should be extracted from that material.

2.0 OBJECTIVES/COMPETENCIES (continued)

2.3 SHORT-TERM OBJECTIVES	2.3 write short-term objectives that:	2.3_____
	a. are consistent with the long-term objectives	a._____
	b. are behaviorally stated	b._____
	c. guide instruction including selection of interventions and evaluation procedures	c._____
3.0 DIRECT TEACHER INSTRUCTION	3.0 DIRECT TEACHER INSTRUCTION	
	3.0 The teacher-trainee will:	
3.1 LESSON PLANS	3.1 write daily lesson plans and/or program plans that:	3.1_____
	a. include learner objectives, instructional materials, instructional procedures, and evaluation procedures	a._____
	b. are clear and easy for others to implement	b._____
3.2 DIRECT TEACHER INSTRUCTIONAL PROCEDURES	3.2 when providing direct teacher instruction:	3.2_____
	a. select instructional formats appropriate to the pupils and skills being taught	a._____
	b. achieve attention of the pupils prior to initiating instruction	b._____
	c. provide for a high rate of pupil response during direct teacher instruction	c._____

3.0 DIRECT TEACHER INSTRUCTION (continued)
3.2 DIRECT TEACHER INSTRUCTIONAL PROCEDURES (continued)

d. provide for introduction to and direct instruction on desired skill	d._____
e. provide for supervised practice of new skills during direct teacher instruction	e._____
f. utilize consistent and appropriate correction procedures	f._____
g. elicit and reinforce correct responses immediately following all corrections	g._____
h. utilize verbal instruction, modelling and demonstration as appropriate to skill being taught	h._____
i. utilize procedures that lead to a high rate of CORRECT pupil responses	i._____
j. present all instructional input in a logical, organized fashion	j._____
k. use consistent vocabulary appropriate to the pupils	k._____
l. give pupils feedback on their performance including praise for correct responses	l._____
m. instruct so that each pupil in group will demonstrate the desired outcome	m._____

3.0 DIRECT TEACHER INSTRUCTION (continued)
3.2 DIRECT TEACHER INSTRUCTIONAL PROCEDURES (continued)

n. utilize appropriate pacing of instructional activities	n._____

OTHER DIRECT TEACHER INSTRUCTIONAL COMPETENCIES NEEDED IN SETTING

o._____	o._____
p._____	p._____
q._____	q._____
r._____	r._____
s._____	s._____

4.0 INDEPENDENT PUPIL ACTIVITIES	4.0 INDEPENDENT PUPIL ACTIVITIES	
	4.0 The teacher-trainee will:	
4.1 SELECTION/ FORMULATION OF INDEPENDENT ACTIVITIES	4.1 select or design independent pupil activities that:	4.1_____
	a. focus on skills beyond the stage of initial acquisition	a._____
	b. reinforce skills that have been introduced in direct teacher instruction	b._____
	c. the pupil can complete with a low rate of error responses	c._____
	d. utilize simple, clear directions (paired with examples when appropriate)	d._____
	e. utilize formats with consistent response demands	e._____

4.0 INDEPENDENT PUPIL ACTIVITIES (continued)

4.1 SELECTION/FORMULATION OF INDEPENDENT ACTIVITIES (continued)

	f. demand a definite response that the pupil can be held accountable for	f._____
4.2 FEEDBACK ON PERFORMANCE ON INDEPENDENT ACTIVITIES	4.2 make provisions for correction of all independent activities and feedback on performance including:	4.2_____
	a. immediate feedback on responses (when appropriate)	a._____
	b. correction of error responses	b._____
	c. utilization of performance information in planning subsequent instruction	c._____

5.0 INSTRUCTIONAL MATERIALS FOR DIRECT TEACHER INSTRUCTION AND INDEPENDENT PUPIL ACTIVITIES

5.0 The teacher-trainee will:

5.1 CONSTRUCTION OF TEACHER-MADE MATERIALS	5.1 construct teacher-made materials for use in direct teacher instruction and independent activities that:	5.1_____
	a. reflect the short-term objective that instruction is focused on	a._____
	b. are appropriate to the age and disabilities of the pupils	b._____
	c. use appropriate input and response modes	c._____

5.0 INSTRUCTIONAL MATERIALS FOR DIRECT TEACHER INSTRUCTION AND INDEPENDENT PUPIL ACTIVITIES (continued)

5.1 CONSTRUCTION OF TEACHER-MADE MATERIALS (continued)

	d. are neat and well organized	d._____
	e. maintain the pupils' interest	e._____
5.2 SELECTION OF COMMERCIAL MATERIALS	5.2 select commercially prepared materials that:	5.2_____
	a. reflect the short term objectives established for the pupils	a._____
	b. are appropriate to the ages and disabilities of the pupils	b._____
	c. match the entry behaviors of the pupils	c._____
	d. maintain the pupils' interest	d._____
5.3 MODIFICATION OR ADAPTATION OF COMMERCIALLY PREPARED MATERIALS	5.3 modify commercial materials for use with pupils when:	5.3_____
	a. the instructional sequence or amount of practice provided is found to be inadequate	a._____
	b. the material has proven ineffectual in the introduction or remediation of a specific skill	b._____
	c. the material does not match the entry behaviors or skill level of the pupils	c._____

5.0 INSTRUCTIONAL MATERIALS FOR DIRECT TEACHER INSTRUCTION AND INDEPENDENT PUPIL ACTIVITIES (continued)

5.4 USE OF INSTRUCTIONAL MEDIA	5.4 construct or adapt software for use with instructional media (i.e., language master, tape recorder, overhead projector, computer) that:	5.4_____
	a. matches a specific objective	a._____
	b. is appropriate to the skill being taught	b._____
5.5 KNOWLEDGE OF COMMERCIAL MATERIALS	5.5 be able to describe and tell the pertinent characteristics of at least three commercial materials in each of the following areas:	5.5_____
	a._____	a._____
	b._____	b._____
	c._____	c._____
	d._____	d._____
	e._____	e._____
	f._____	f._____
	g._____	g._____

NOTE: The teacher-trainee should fill in the areas of instruction that match his/her classroom setting or future professional goals. Familiarity with materials in the major academic areas is suggested (spelling, language, handwriting, composition, reading, math, vocational skills). It is suggested that the teacher-trainee establish a list of materials accompanied with brief descriptions to fulfill this competency.

6.0	EDUCATIONAL ENVIRONMENT	6.0 EDUCATIONAL ENVIRONMENT	
		6.0 When providing direct-teacher instruction to a small group, the teacher-trainee will:	
	6.1 SMALL GROUP/ TEMPORAL ORGANIZATION	6.1 establish a temporal schedule that:	6.1_____
		a. maximizes the amount of time spent on instructional activities	a._____
		b. utilizes appropriate segments of time for instructional activities	b._____
		c. allows for quick and efficient movement between activities	c._____
	6.2 SMALL GROUP/ SPATIAL ORGANIZATION	6.2 establish a spatial organization that:	6.2_____
		a. maximizes the use of space	a._____
		b. allows for close proximity to pupils during instruction	b._____
		c. allows for easy access to instructional materials	c._____
		d. is well organized	d._____

7.0 BEHAVIOR MANAGEMENT	7.0 BEHAVIOR MANAGEMENT		
	7.0 When assigned a small group for instruction, the teacher-trainee will:		
7.1 CLASSROOM RULES	7.1 verbally communicate rules for classroom behavior that:	7.1	_____
	a. communicate behavioral limits and expectations	a.	_____
	b. include clear consequences for failure to exhibit appropriate behavior	b.	_____
	c. are expressed in positive terms when possible	c.	_____
	d. are free from ambiguity	d.	_____
7.2 ENFORCEMENT OF CLASSROOM RULES	7.2 after establishment of classroom rules:	7.2	_____
	a. respond consistently to individual pupils when inappropriate behavior occurs	a.	_____
	b. reinforce pupils for compliance to classroom rules	b.	_____
	c. maintain equitable consequences across pupils	c.	_____

7.0 BEHAVIOR MANAGEMENT (continued)

7.0 As need arises in the classroom the teacher-trainee will:

7.3 BEHAVIOR MANAGEMENT PROGRAM

7.3 design and implement a behavior management program for an individual pupil or group of pupils that: 7.3_____

a. focuses on a behavior/behaviors justifying an intensive program of modification a._____

b. is appropriate to the needs of the pupil/pupils b._____

c. is appropriate to the classroom setting c._____

d. utilizes positive interventions (praise, ignoring, positive reinforcement, rule setting) when possible d._____

e. results in behavior change e._____

8.0 ON-GOING ASSESSMENT/ PROGRAM MODIFICATION

8.0 ON-GOING ASSESSMENT/PROGRAM MODIFICATION

8.0 When responsible for small group or individual instruction, the teacher-trainee will:

8.1 ESTABLISHMENT OF DATA SYSTEMS

8.1 design systems for collection of data concerning pupil performance that: 8.1_____

a. are based on the short-term objectives established for the small group or individual pupil a._____

8.0 ON-GOING ASSESSMENT/PROGRAM MODIFICATION (continued)
8.1 ESTABLISHMENT OF DATA SYSTEMS (continued)

	b. utilize a consistent measurement event allowing comparison of data	b._____
	c. are used at intervals (daily, twice a week, etc.) to allow for monitoring of progress	c._____
	d. are easily understood by staff	d._____
	e. are regularly maintained	e._____
8.2 UTILIZATION OF DATA SYSTEMS	8.2 utilize data collected in:	8.2_____
	a. evaluating pupils' movement toward mastery of short-term and long -term objectives	a._____
	b. evaluating instructional programs (procedures & materials)	b._____
	c. determining need for program modification	c._____
	d. communicating pupils' progress to the pupils/ parents/staff/others	d._____
	e. modifying the instructional program based on data collected	e._____

9.0 COMMUNICATION WITH PROFESSIONALS	9.0 COMMUNICATION WITH PROFESSIONALS	
	9.0 The teacher-trainee will:	
	9.1 engage in appropriate interaction with supervisors and master teachers:	9.1_____
	a. accepting feedback on performance in a professional manner	a._____
	b. modifying procedures based on feedback information	b._____
	c. seeking advice and any help needed in setting	c._____
	d. providing fellow professionals with information and assistance	d._____
10.0 PROFESSIONAL EXPECTATIONS	10.0 PROFESSIONAL EXPECTATIONS	
	10.1 The teacher-trainee will:	10.1_____
	a. be punctual and dependable in attendance	a._____
	b. be prepared for each lesson and have materials ready and organized	b._____
	c. carry out with full accountability all assigned duties	c._____
	d. maintain a cooperative and effective relationship with classroom and university supervisors	d._____

10.0 PROFESSIONAL EXPECTATIONS (continued)
10.1 (continued)

e. work cooperatively with regular class teachers, ancillary personnel and support staff	e._____
f. practice social amenities acceptable in the educational community (manners, dress, etc.)	f._____
g. avoid discussion of pupils or parents particularly of confidential information	g._____
h. attempt to handle any difficulties directly with the party involved	h._____

Classroom Rating Form

Observation of _____ **Class** _____

Observer _____ **No. of Students** _____ **Date** _____

Types of Activities: ☐ Lecture ☐ Small Group ☐ Seatwork ☐ Other

1	2	3	4
Needs Improvement (<75% of observed time)	Minimally Satisfactory (75%-80% of observed time)	Very Satisfactory (81%-89% of observed time)	Excellent (90%-100% of observed time)

Classroom Management

		Performance Evaluation				
Classroom Set-up and Organization						
1.1	Arranges physical space and instructional materials to minimize disruptive movement around classroom and to facilitate easy access to high-use materials.	1	2	3	4	NA
1.2	Establishes and implements minimally disruptive traffic patterns and procedures.	1	2	3	4	NA
1.3	Establishes and implements procedures for nonacademic class business (e.g., tardiness, material use, movement in and out of room, distributing materials, talk among students, bathroom breaks).	1	2	3	4	NA
1.4	Establishes and implements procedures for academic business (e.g., seatwork procedures, obtraining help, volunteer behavior during small group, learning centers, set-up and take-down of lessons).	1	2	3	4	NA
Teaching Rules and Procedures						
2.1	Communicates clearly what behavior will be tolerated and what will not.	1	2	3	4	NA
2.2	Gives behavior reminders and statements of desired behavior in advance of activity.	1	2	3	4	NA
2.3	Clearly introduces rules, procedures, and consequences at beginning of school year and whenever needed.	1	2	3	4	NA
2.4	States rules, posts rules, and provides discussion of rules at the time of their introduction.	1	2	3	4	NA
2.5	Presents examples and non-examples of rules and procedures.	1	2	3	4	NA
2.6	Requires student rehearsal of rules and procedures.	1	2	3	4	NA
2.7	Monitors rule compliance and provides specific behavioral feedback during instruction.	1	2	3	4	NA
2.8	Consequates rule noncompliance by stopping inappropriate behavior immediately and requiring students to practice the procedure until it is performed automatically.	1	2	3	4	NA
Maintaining Rules and Procedures						
3.1	Positions self jn the room to provide high degree of visibility (e.g., can make eye contact with all students).	1	2	3	4	NA
3.2	Scans constantly and makes eye contact with all students on an equal basis.	1	2	3	4	NA
3.3	Detects disruptive behavior early and cites rule or procedure in responding to disruptive behavior.	1	2	3	4	NA
3.4	Reinforces appropriate performance through specific praise statements (e.g., states specific behaviors).	1	2	3	4	NA
3.5	Administers praise contingently.	1	2	3	4	NA
3.6	Includes students in the management of their own behavior.	1	2	3	4	NA
3.7	Uses nonverbal signals to direct students when teaching other groups of students.	1	2	3	4	NA

Instructional Organization

1	2	3	4
Needs Improvement (<75% of observed time)	Minimally Satisfactory (75%-80% of observed time)	Very Satisfactory (81%-89% of observed time)	Excellent (90%-100% of observed time)

		Performance Evaluation				
Allocated Time						
4.1	Maximizes time in instruction by continually scheduling students in direct instruction (e.g., interacts with 70% or more of the students per hour).	1	2	3	4	NA
4.2	Minimizes time in non-instructional activities (e.g., spends 80% or more of class time in instructional activities).	1	2	3	4	NA
4.3	Keeps transition time between lessons short (e.g., no more than 3 minutes between change of students and activity; no more than 30 seconds when a change of activity only.	1	2	3	4	NA
4.4	Establishes procedures for lessons that signal a clear beginning and end.	1	2	3	4	NA
4.5	Gains all students' attention at the beginning of the lesson and maintains student attention during lesson at 90% level.	1	2	3	4	NA
4.6	Prepares students for transitions in advance by stating behavioral expectations and informing students that lesson is drawing to a close.	1	2	3	4	NA
Engaged Time						
5.1	Maintains students' attention during seatwork at 80% levels or higher.	1	2	3	4	NA
5.2	Monitors seatwork students continuously through eye scanning.	1	2	3	4	NA
5.3	Circulates among seatwork students between lessons to assist students and to monitor progress.	1	2	3	4	NA
5.4	Maintains seatwork accuracy at 90% level or higher.	1	2	3	4	NA
5.5	Tells rationale for seatwork and communicates the importance of the assignment.	1	2	3	4	NA
5.6	Provides active forms of seatwork practice clearly related to academic goals.	1	2	3	4	NA
5.7	Sets seatwork and assignment standards (neatness, accuracy, due dates).	1	2	3	4	NA
5.8	Uses tutoring (e.g., peer, volunteers, aides) and other specialized instructional technology to increase opportunity for active academic responding during seatwork.	1	2	3	4	NA
5.9	Establishes procedures for early finishers, students who are stalled, and those seeking help.	1	2	3	4	NA
5.10	Schedules time to review seatwork.	1	2	3	4	NA
5.11	Requires that students correct work and make up missed or unfinished work.	1	2	3	4	NA
5.12	Gives informative feedback to students in making written or verbal corrections.	1	2	3	4	NA

Teaching Presentation

1	2	3	4
Needs Improvement (<75% of observed time)	Minimally Satisfactory (75%-80% of observed time)	Very Satisfactory (81%-89% of observed time)	Excellent (90%-100% of observed time)

		Performance Evaluation				
Lesson Presentation—Introduction Phase						
6.1	Reviews prior learning by requiring active student recitation or practice of previous day's skills.	1	2	3	4	NA
6.2	States the objective of the lesson and communicates to students what they will be expected to do to demonstrate mastery of the new skill.	1	2	3	4	NA
6.3	Provides an overview of the lesson.	1	2	3	4	NA
6.4	Relates new concepts to old by stating how a new skill is like or different from those the student already knows.	1	2	3	4	NA
6.5	Activates the student's prior experiences to aid comprehension and understanding.	1	2	3	4	NA
6.6	Conveys purposefulness for learning by stating the rationale.	1	2	3	4	NA
Demonstration Phase						
7.1	Models topography of behavioral response for factual learning, and models steps of a procedure in procedural learning.	1	2	3	4	NA
7.2	Requires students to rehearse new behaviors and procedures based on imitation of the teacher's model.	1	2	3	4	NA
7.3	Points out distinctive features of new concepts.	1	2	3	4	NA
7.4	States concept definition and provides rehearsal.	1	2	3	4	NA
7.5	Presents many examples and nonexamples of new concepts or generalization and explains why they are examples or nonexamples.	1	2	3	4	NA
7.6	Provides discrimination activities (e.g., series of examples and nonexamples) to test student performance and understanding.	1	2	3	4	NA
7.7	Asks students to give rationale or explain decision in determining why particular instances are examples or nonexamples of the concept.	1	2	3	4	NA
7.8	Delivers specific cues and prompts prior to the initiation of student response, to maintain accuracy above 80%.	1	2	3	4	NA
7.9	Asks frequent questions to test understanding and provides opportunities for academic practice.	1	2	3	4	NA
Extended Practice Phase and Evaluation						
8.1	Repeats practice opportunities until students are not making errors.	1	2	3	4	NA
8.2	Uses error correction procedures (e.g., prompts or models) rather than tell answer or call on another student.	1	2	3	4	NA
8.3	Provides error drill by repeatedly presenting concepts on which students erred.	1	2	3	4	NA
8.4	Follows up on correct responses with contingent and specific praise.	1	2	3	4	NA
8.5	Maintains a brisk pace during the lesson.	1	2	3	4	NA
8.6	Provides daily, weekly, and monthly reviews.	1	2	3	4	NA
8.7	Provides frequent tests to determine student's mastery of academic objectives.	1	2	3	4	NA
8.8	Reteaches or makes instructional decisions on the basis of students' performance on tests.	1	2	3	4	NA
8.9	Maintains continuous records and graphs of student progress.	1	2	3	4	NA

Exit Interview Questions

This program is intended to train professionals to serve students with mild disabilities in secondary and post-secondary educational settings. Think about this goal as you answer the following questions regarding the balance, scope, and sequence of the program. These questions are not mutually exclusive; there is overlap between them. Similarly, you may not have answers to some but may instead have much to say about only one of them. That's okay, feel free to consider, and answer, the questions as a whole. They are intended to serve as a stimulus for thinking about revisions in the program based upon your experiences this past year. However, please make your answers specific so that we will have concrete recommendations to consider.

(1) **What, if any, content or coursework was missing in the program?** (Please make specific recommendations for what courses should address the content you add. Also, you must delete one course–equivalent credits–for every course you add.)

(2) **What, if any, content or coursework should be reduced, deleted, or made optional?** (Please indicate whether you believe this content is unnecessary or whether it is covered elsewhere.)

(3) **What, if any, content was duplicated across courses to the extent that it became unnecessarily redundant?** (Please try to distinguish between content that was addressed from different perspectives versus content that was simply duplicated, if that distinction is relevant for you.)

(4) **What, if any, adjustment(s) should be made in the emphasis–number of credits–given to different content or coursework?** (Again, in order to avoid requiring too many units overall, what coursework should receive fewer credits to compensate for the increases you recommend.)

(5)**What, if any, adjustments should be made in the practicum experiences required by the program?**

Course Importance Questionnaire

The purpose of the program is to train Master's level professionals to serve students with mild disabilities in secondary and post-secondary educational settings. Courses are designed to provide students with the knowledge and skills necessary to competently perform the various teaching-related roles that may occur in these settings. With this program goal in mind, please rate each course for its importance to the program. Courses are not sacred. Your responses will be used to evaluate the relative emphasis (credits) that should be assigned to individual courses as well as to determine if certain courses should be deleted and others added. Space is provided at the end to write in any course(s) you recommend adding. For each course you add, please suggest which existing course you would delete.

Instructions

For each course below, please circle one of the following options:

1 = Not important; this course does not offer enough relevant content and should be deleted.

2 = Somewhat important; this course offers relevant content but the number of credits could be reduced since other courses also cover this content.

3 = Important; this course offers relevant content that cannot easily be obtained elsewhere and should be retained as is or with only minor modification.

4 = Very important; this course offers very relevant content that cannot easily be obtained elsewhere and should possibly have the number of credits increased.

Course (Credits)	How Important to Program?				Comments
Academic Instruction (2)	1	2	3	4	
Advanced Psychology (3)	1	2	3	4	
Assessment Practices (2)	1	2	3	4	

Course (Credits)	How Important to Program?				Comments
Behavior Management (3)	1	2	3	4	
Facilitating Mainstreaming (3)	1	2	3	4	
Facilitating Transitions (2)	1	2	3	4	
FSFE/Practicum III (9)	1	2	3	4	
Independent Living Instruction (2)	1	2	3	4	
Methods Practicum (Winter) (2)	1	2	3	4	
Professional Seminar (1/term)	1	2	3	4	
Program Management (3)	1	2	3	4	
Program Planning & Evaluation (2)	1	2	3	4	
Reading Instruction (3)	1	2	3	4	
Reading Practicum (3)	1	2	3	4	
Secondary Math Methods (3)	1	2	3	4	

Course (Credits)	How Important to Program?				Comments
Utilizing Micro-computers (2)	1	2	3	4	
Vocational Instruction (2)	1	2	3	4	
Electives (6)	1	2	3	4	
Master's Project (3)	1	2	3	4	

Additional Courses (and recommended deletions)

Program Competency Assessment

The following competencies have been identified by the field of special education as important for special education teachers to possess. These competencies are associated with more successful teaching and consequently higher student gains. These competencies have been addressed by the program through coursework and practicum experiences. Please answer all questions for each competency listed below. Your responses will be used by program staff to evaluate the extent to which the program is successfully addressing these competencies.

1. Assess the current performance of pupils in academic and nonacademic areas using formal and informal assessment tools and observation.

   (a) How would you rate your strength on this competency prior to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

   (b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

   (c) How would you rate your strength on this competency after completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

2. Formulate goals and objectives for individual pupils consistent with the assessment data in academic and nonacademic areas.

   (a) How would you rate your strength on this competency prior to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency <u>after</u> completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

3. Formulate Individual Educational Plans (IEPs).

(a) How would you rate your strength on this competency <u>prior</u> to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency <u>after</u> completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

4. Design instructional programs in academic and nonacademic areas for the implementation of IEPs.

(a) How would you rate your strength on this competency <u>prior</u> to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency <u>after</u> completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

5. Evaluate, select, modify, create, and utilize appropriate instructional materials in academic and nonacademic areas.

(a) How would you rate your strength on this competency <u>prior</u> to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency <u>after</u> completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

6. Use a variety of systematic teaching strategies with individuals, small groups, and large groups with the least restrictive environment, including community-based instruction when appropriate.

(a) How would you rate your strength on this competency <u>prior</u> to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency <u>after</u> completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

7. Utilize behavior management techniques as needed to maintain a positive teaching environment.

(a) How would you rate your strength on this competency <u>prior</u> to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency <u>after</u> completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

8. Organize classroom experiences efficiently so that the amount of time spent on instruction activities is maximized.

(a) How would you rate your strength on this competency <u>prior</u> to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency after completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

9. Design and utilize data systems to monitor pupil progress in academic and nonacademic areas.

(a) How would you rate your strength on this competency prior to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency after completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

10. Communicate pupil progress to parents/guardians, pupils, and other school staff members.

(a) How would you rate your strength on this competency prior to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency after completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

11. Design and utilize evaluation systems to monitor program effectiveness.

(a) How would you rate your strength on this competency prior to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency after completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

12. Provide other school staff members (e.g., aides, peer tutors, volunteers, parents, and regular classroom teachers) with programs for instructing handicapped pupils in the least restrictive environment.

(a) How would you rate your strength on this competency prior to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency after completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

13. Manage support staff (e.g., aides, volunteers) in the educational environment, including the establishment of role descriptions, assignment of responsibilities, training, and provision of feedback on performance.

(a) How would you rate your strength on this competency prior to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency after completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

14. Coordinate the roles of school staff members serving handicapped pupils.

(a) How would you rate your strength on this competency prior to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency after completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

15. Facilitate the academic, administrative, and social integration of handicapped pupils with nonhandicapped pupils and their teachers in the least restrictive environment.

(a) How would you rate your strength on this competency prior to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency after completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

16. Provide handicapped pupils and their families with information about available community services (e.g., mental health, vocational rehabilitation, community colleges, and social welfare agencies).

(a) How would you rate your strength on this competency prior to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency <u>after</u> completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

17. Formulate Individual Transition Plans (ITPs).

(a) How would you rate your strength on this competency <u>prior</u> to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency <u>after</u> completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

18. Work cooperatively with community agencies which provide services to handicapped adolescents and adults.

(a) How would you rate your strength on this competency <u>prior</u> to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addre

Not Addressed	Partially Addressed
1	2

(c) How would you rate your strengt
pleting the program?

Unsatisfactory	Satisfactory
1	2

19. Provide community based instruction w
adolescents.

(a) How would you rate your streng
entering the program?

Unsatisfactory	Satisfactory
1	2

(b) How well was this competency addre

Not Addressed	Partially Addressed
1	2

(c) How would you rate your strengt
pleting the program?

Unsatisfactory	Satisfactory
1	2

20. Provide community based work experien
capped adolescents.

(a) How would you rate your streng
entering the program?

Unsatisfactory	Satisfactory
1	2

essed by the program?

Adequately Addressed	Thoroughly Addressed
3	4

on this competency after com-

Strong	Very Strong
3	4

hen appropriate for handicapped

th on this competency prior to

Strong	Very Strong
3	4

essed by the program?

Adequately Addressed	Thoroughly Addressed
3	4

on this competency after com-

Strong	Very Strong
3	4

nce when appropriate for handi-

th on this competency prior to

Strong	Very Strong
3	4

(b) How well was this competency addr

Not Addressed	Partially Addressed
1	2

(c) How would you rate your strengt
pleting the program?

Unsatisfactory	Satisfactory
1	2

21. Assist handicapped adolescents in the
priate counseling, referral, and partic

(a) How would you rate your streng
entering the program?

Unsatisfactory	Satisfactory
1	2

(b) How well was this competency addr

Not Addressed	Partially Addressed
1	2

(c) How would you rate your strengt
pleting the program?

Unsatisfactory	Satisfactory
1	2

22. Recognize the various types of handica
that contribute to various handicapped

(a) How would you rate your streng
entering the program?

Unsatisfactory	Satisfactory
1	2

essed by the program?

Adequately Addressed	Thoroughly Addressed
3	4

n on this competency after com-

Strong	Very Strong
3	4

transition process through appro-
cipation on transition teams.

th on this competency prior to

Strong	Very Strong
3	4

essed by the program?

Adequately Addressed	Thoroughly Addressed
3	4

n on this competency after com-

Strong	Very Strong
3	4

pping conditions and the factors
conditions.

th on this competency prior to

Strong	Very Strong
3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency after completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

23. Recognize the range of services that need to be offered to handicapped adolescents and adults.

(a) How would you rate your strength on this competency prior to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency after completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

24. Recognize the legal foundations outlined by the Education of the Handicapped Act and other federal legislation for providing education to handicapped adolescents and adults.

(a) How would you rate your strength on this competency prior to entering the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

(b) How well was this competency addressed by the program?

Not Addressed	Partially Addressed	Adequately Addressed	Thoroughly Addressed
1	2	3	4

(c) How would you rate your strength on this competency after completing the program?

Unsatisfactory	Satisfactory	Strong	Very Strong
1	2	3	4

APPENDIX C:

Sample FSFE Contract

University of Oregon
Handicapped Learner Endorsement
(Secondary Emphasis)

Name _____
Placement High School Resource Room
Cooperating Teacher Teacher A
Supervisor Herr

CONTRACT: FINAL SUPERVISED FIELD EXPERIENCE

Instruction

For ABHLE Students: Check the class that will be large group (20 or more students):

Required

X	Functional curriculum	____
X	Community-based vocational instruction	____

Choose 2

X	Content tutoring	____
X	Remedial academics	____
____	Learning Strategies instruction	____

Events (check those events required)

X	Attend 2 IEP meetings (required of all students)
____	Child study team meeting
____	3-year evaluation
X	ITP meeting
____	Consulting with regular class teachers
X	Other (specify) Middle School Reading Placement Meetings

Student's Signature	Cooperating Teacher's Signature	Supervisor's Signature

Date

SCHEDULE

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 8:20 - 9:15	Special Math →				
2 9:21 - 10:16	Special Science →				
3 10:22 - 11:17	Vocational Skills →				
4 11:23 - 12:15	Work Experience →				
5 1:00 - 1:55	Prep →				

Teaching Information Specifics

Class	Teacher	Period/ Time	Room	# of Students	Date student will assume full responsibility for class
Special Math	Teacher A	1st 8:20 - 9:15	550	13	May 18
Special Science	Teacher A	2nd 9:21 - 10:16	550	11	April 1
Special Vocational Skills	Teacher B	3rd 10:22 - 11:17	557	12	April 27
Work Experience	Teacher B	4th 11:23 - 12:18	557	4	early April
Prep Period	—	5th 1:00 - 1:55	—	—	

Fill in the weekly schedule on the next page.